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ABSTRACT

This guide was designed for teachers to use in incorporating career development into their curriculum. The first major section discusses some antiquated ideas that have been held about the development process, provides a rationale for the program presented, and lists several references. The second section contains a discussion of the world of work, including the transition from school to work, conceptualized work, and expected trends. The third major section outlines a curriculum guide for career development programs. General objectives and implementation techniques are presented as are suggested activities and resources for grades K-12. An extensive list of materials and sources of information about career development and suggestions for establishing a placement service are appended. (GEB)

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Duane Brown

Stephen Feit

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A Career Development Guide for West Virginia Teachers

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INTRODUCTION TO CAREER DEVELOPMENT

It is naive to attach much credibility to the nineteenth century concept of assisting students to make a specific vocational choice and thus have this most important decision resolved for life. Statistics abound which illustrate that this model is outdated and should be discarded into the educational scrapheap. For example:

(1) It is anticipated that 70 percent of the jobs today's elementary school children will eventually hold, do not exist now.

(2) On the average the youth entering the labor force will need retraining by age 30 and will be retrained every seven years thereafter.

(3) On the average, today's workers hold down 4.8 jobs in their lifetime. It is quite likely that this number will increase.

The world of work we live in and the jobs in it are undergoing continual change. If today's youth are to successfully adapt to the change they must possess skills and attitudes that will enable them to adjust when change occurs.

Just as antiquated as the idea of choosing one's job for a lifetime, is the concept that occupational information presented in discrete units is enough. Three fallacies are immediately apparent when this precept is examined carefully. First, learning is much more complex than just the digestion of information which is fed in by a teacher or counselor. To make the greatest impact learning must have some experiential base, particularly in the elementary school. Children learn best when they can touch, see, smell and hear the things about which they are expected to learn.

The second fallacy in the concept of occupations being presented as discrete units of information is that it tends to separate education and its goals from vocations. This is a senseless dichotomy, since a major goal of all education is to prepare students to make a successful transition into the adult world, which in our society revolves around the person's occupation. Some people have emphasized that curriculum should be interrelated with vocational concepts (Herr,1969; Bottoms, 1969). The point to be made here is that all education should be considered as vocational education. This, of course, means education in our elementary schools as well as our secondary schools.

The third and last fallacy obvious in the concept of providing occupational information in discrete units is that the information in itself is not enough to prepare the individual for the world of work as it will exist. As was mentioned previously, the student must have developed a set of attitudes which will give him the flexibility needed in his rapidly changing world. Attitude development calls for much more than information. Attitudinal development is a result of home, school and out of school influences. All of these must be considered and included in any comprehensive program aimed at assisting students in their career development.

Conceptualizing Career Development

A number of vocational choice theorists have discussed the process of career development. Nearly all have recognized that the process starts early in the child's life, perhaps with the child's first experiences in the home. Ginsburg, et. al. (1951) were the first to regard career development as a process which envelops the person's total life. They hypothesized that a number of stages occurred in the career development as a process. Super (1953, 1963) has also put forth what is perhaps the best known theory of career development which also includes several life stages. The life stages in Super's theory can be summarized as follows:

(1) Growth Stage (birth - 13) - The self-concept of the individual

develops during this period. The child's needs and fantasies dominate his thinking about careers. His interests and capacities do begin to play a part in his thinking during the latter part of the period.

(2) Crystallization (14-18) - The individual begins to crystallize his vocational choice. His own capacities plus environmental information play an important part in his thinking.

(3) Specification (18-21) - Because of the press of individuals within his environment and his own need the person begins to specify a choice.

(4) Implementation (21-25) - This involves training for and entering the vocation choice.

(5) Stabilization (25-35).

(6) Consolidation (35 plus).

Career Development in Elementary Schools

It is the position here that our schools must become more concerned with what Super has entitled the Growth Stage (birth - 14). However, it should be recognized that the idea that vocational development should be nurtured during the elementary school years is an unacceptable idea to some school personnel. Super, along with other theorists, has disagreed.

Fortunately, the literature offers more than theory to support the idea of fostering the career development process. O'Hara (1959) for example, conducted a study which was designed to test the hypothesis that vocational choice begins at 11 - 12 years of age. His general conclusions were that perhaps the age set by Ginzberg was too late and that certainly many students were making tentative choices as early as third grade.

O'Hara further indicated that although these choices may be classified as fantasy choices, they often did have a basis in reality. Other studies have been conducted which illustrate that young children develop definite ideas about occupations and hence demonstrate the vocational development process. Gunn (1964) and Simmons (1963) found that by the fourth grade, children are beginning to have perceptions of occupational prestige similar to those of adults. DeFleur (1960) found that fourth grade children have internalized the idea that specific and complex skills are involved in many occupations. These and other studies do point to the fact that vocational development is occurring from the ages of 6 - 12 and probably before. There will, of course, be a wide range in the ages of children when various developmental tasks occur in this area as is the case in all areas of development. This makes more difficult the job of planning experiences which will facilitate the process of vocational development.

Many authorities have also attested to the importance of the early school years in vocational development. Hatch and Costar (1961) point out that there is such a vast amount of information concerning occupations that it makes it virtually impossible to hold off presenting it until the middle school years. A continuous body of information and periodic evaluation is needed in anticipation of future choices. A gradual exposure to vocations in the elementary school builds a reservoir of information upon which the school dropout may make a more personally satisfying vocational choice. For those who plan to continue in school, more adequate information makes possible the planning of a sound educational program.

An elementary school curriculum which is focused upon the world of work is a more meaningful educational program for our youth. Many of our students come from homes which are supported by one or more individuals who are purposefully employed. The family discussions in these homes tend to center around one or more occupations. By exploring occupations and relating school work to them the pupil will more readily understand the relationship which exists between educational endeavors and a vocational future. Once this relationship has been identified a pupil's school work takes on new meaning and new purpose. Thus, developing a school curriculum of focusing on career development serves as a reciprocal process.

Resecrance and Hayden (1960) feel that the elementary school period is important in the development of an awareness of proper attitudes toward the world of work. Children's varying decisions regarding possible job selections in the future cannot be ignored, for these may be excellent teachable moments. They further state that emphasis should be placed on helping pupils meet their needs at each grade level. This they state in agreement with Havighurst (1953), who feels that if each young person is helped to meet satisfactorily the developmental tasks appropriate to his age level, he will be more likely to become integrated, more able to meet the developmental tasks of adult life.

To further point out that vocational development is a continuous process, we can turn to the viewpoints of Norris, Zeran and Hatch (1960). They feel that the general purpose of vocational guidance is to aid children in understanding that all occupations are necessary to our way of life and thus deserve our attention. We need, at this level, to arouse an interest in occupations. This might best be done by stimulating interest in the occupations of parents or family members, in jobs done by the children themselves, or even in occupations suggested by every day phenomena. We must take care not to limit the children's vocational interest and develop an awareness of the kind of activities pupils enjoy, those that they do well and the personal attitudes and values they are in the process of forming.

Hoppock (1967) believes that vocational information should begin at an early age in elementary school. He states that children start as early as 8 - 9 years of age to reject some occupations as of no interest to them and this rejection tends to harden as age increases. The process of narrowing the range of occupations considered favorably by children is definitely begun prior to third grade. When a child leaves grade school he may have to make an immediate choice among various vocational and academic high school programs. He needs a wide background of information and experiences in order to make a satisfactory choice.

Borow (1964) emphatically favors fostering vocational development in the elementary school. He indicates that since one third of all students who drop out of school do so before or during the eighth grade, it is nearly impossible to deal with the problem of providing proper guidance for these students without starting in the elementary school. Thus, he and all of the foregoing experts have in essence supported guidance generally and vocational development specifically as an integral part of the elementary school program.

Career Development in High Schools

Few would deny the importance of fostering the career development process in junior high and senior high schools. Many educational institutions hire counselors, purchase vocational information and set up special classes in order to achieve this very goal. This effort seems well placed if one considers the disproportionate number of students who plan to enter career areas with little opportunity (Powell and Bloom, 1962), the instability of choices made during high school (Schmidt and Rothney, 1955) and the tremendous number of factors which seem to influence this decision (Brown, 1970).

The major point to be made here is that present approaches are inadequate; short-term counseling or special classes are not enough. Rather, the student needs a series of experiences which will allow him to be projected into a variety of job settings and to test his own abilities against the realities which he encounters. Additionally, students need accurate and up-to-date information so that they can make this most important of all decisions wisely. Lastly, students need opportunities to continue to develop attitudes which will enable them to function in a subsetting after they have chosen the job, prepared for and gained entrance into it. Without this attitudinal development, the choosing and training are exercises in futility.

Vocational Development and the Culturally Deprived

Planning experiences which will facilitate vocational development is difficult in itself, but it takes on new complexities when the planning is for the culturally deprived. Although there is no reason to doubt that culturally deprived students go through the same stages at work which may retard their development, these forces must be dealt with if a program for this group is to be successful. The retarding forces may be enumerated as follows:

(1) Lack of role models who work or lack of appropriate role models.

(2) Lack of encouragement from parents because their efforts at occupational pursuits have not been rewarded.

(3) Lack of secondary resources regarding vocations such as magazines, books, etc.

(4) Low ability to postpone gratification; more of a tendency to operate in the here and now.

(5) Low ability to communicate

(6) Disenchantment with school because of perceived irrelevance and/or failure to achieve.

(1) Role Models: Identification is recognized as an important concept in the psychological development of individuals. It is essentially a process by which a child, "...as a result of an emotional tie, behaves or imagines himself behaving as if he were the person with whom the tie exists." (Drever, 1964, p. 128) Research has shown that identification is an important process in vocational development and particularly identification with parents, Crites (1962); Sosteck, (1963); Steimel and Suziedelis (1963). It should be obvious that when identification takes place with a parent who is a non-worker the potential for difficulty arises. This is often the case with culturally deprived.

(2) Lack of Encouragement: Often the parents of the culturally deprived have failed in their attempts in getting and holding jobs. As a result they have often developed attitudes that concern for vocations is useless. These attitudes may be passed on to the child. In some instances parents have not succeeded in the world of work because of attitudes regarding cooperating, punctuality, performing a task well, initiative, etc. Again, there is the danger that these attitudes will be passed on to the child and thus, retard his vocational development.

(3) Secondary Sources: Nelson's (1963) research shows that secondary sources (magazines, television, books, etc.) are important in the child's acquisition of knowledge about occupations. The culturally deprived student is likely to be denied access to the sources because of the financial condition of his family. As a result, he may not have the information available to many of his peers.

(4) Communication: Research has demonstrated that the culturally deprived child has poor communication skills. He often does not understand what his teacher tries to relay in the classroom, often has low reading ability, etc. Again, great care must be taken to overcome this deficiency.

(5) Postponement of Gratification: The disadvantaged child operates in the here and now because he has learned that unless rewards are immediately forthcoming they will not materialize at all. As a result, school is often viewed as irrelevant because there is not immediate reward. Tying education to occupations which the child can observe can help to overcome this to a degree. However, the teacher and the counselor must constantly work to make material relevant and concrete. Unless this is accomplished no program can be successful.

(6) Disenchantment with Education: Although this retarding force is related to the foregoing, it bears reiteration that the culturally deprived has a negative view of education. This attitude has evolved out of the attitudes of his parents, because of his inability to postpone gratification and because of his striving efforts have been extinguished by well meaning teachers.

Most children come to school with a desire to do well. Because of the disadvantaged child's background, he often is unable to do this in a manner which is acceptable to the middle-class teacher. This inability results in disapproval, low marks and at times punishment for his behavior. The result is an alienation from school and school-like activities. The result of this process can have devastating effects upon the school's efforts to foster the vocational development process.

The culturally deprived student may become retarded in his vocational development for a number of reasons. Schools must be cognizant of these reasons if they are to facilitate this developmental process.

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THE WORLD OF WORK

Perhaps it became obvious in the previous section that a goal of the career development program is to enable students to make a successful transition from school to work. One of the major differences in career development and present conceptualizations of this transitional process is that it really is one which starts quite early in the child's life.

Just as the student should be able to relate educational experiences to his world, so should you, the teacher, be able to see the importance of work and understand why fostering career development is important. In this section of this presentation, three areas will be discussed. Hopefully, the results of this discussion will be that you will understand why career development is so vital for the normal maturation of today's youth. The first area to be examined will be some of the problems which high school students have in making the most important of changes from student to worker. Accompanying this will be a brief discussion of how a career development might ease the problems. The second area to be discussed deals with jobs themselves. Research illustrates that few people, including teacher, have little more than a minimum knowledge of the world of work. Although this guide will not remedy this deficiency, the purpose of the second section is to present a scheme for thinking about jobs and for presenting data about jobs to students. Thirdly, a presentation of the trends in the labor market and the implications of these trends for the student and education will be made.

The Transition from School to Work

Perhaps one means by which we can examine the problems of becoming a worker is to examine our own experiences. How many choices were attempted and discarded? How many of us are still looking for different career opportunities?

We can also look at our friends and examine the same variables. Perhaps a better method is to look at the research literature to discover the variety and nature of these problems. One of the most comprehensive studies conducted in this area was done in The Center for Vocational and Technical Education at the Ohio State University. This study attempted to uncover the impediments facing boys and girls who attempt to go from high school to work situations. Although the study did not include college-bound students there is no reason to believe that their problems are any different.

The investigators (Garbin, Salomone, Jackson and Ballweg, 1970) discovered several important problems when youth attempts to get a start in the world of work. Among the more important of these were:

1. High school curricula were often unrelated to jobs entered and thus of minimal benefit to the students in making a job adjustment. Additionally, over one-half of the students studied indicated that their high school education was of little value to them on their job.
2. There was a positive correlation between number of years of education and the position held.
3. Students studied felt that their schools were of little help in acquiring jobs after graduation.
4. Changes in jobs held were frequent during the early stages of employment. Job changes come as a result of the realization that other jobs provided a greater opportunity for advancement.

5. About fifty-three percent of the students studied indicated dissatisfaction with their jobs.
6. Most young workers were integrated into their job situation, that is, they felt accepted by other workers to some degree.
7. About one-fifth of the workers studied indicated that the job which they held did not pay as much as they expected.

As can be seen from these findings, young adults going from school to work do experience problems. However, many of these problems could have been eliminated if students had received more accurate data about jobs. Still other difficulties might not have arisen if educational programs had been more realistic. If research regarding job alienation is any indicator, many of these students will be unable to find jobs which are suitable and end up as alienated, unhappy workers. Others will, of course, make satisfactory adjustments. The goal of the career development program is to increase these numbers.

CONCEPTUALIZING WORK

If you as a teacher are going to adequately communicate information about jobs, you must have some means of describing occupations. A student may be given a job title, a salary, the title of the firm where he is to be employed and a variety of other information and still have only a small idea of what a job actually entails. For example, how would you describe what a machinist does? or a welder? or a finish carpenter? The third edition of the Dictionary of Occupational Title (1965) provides a convenient, but not simple way of thinking about jobs. It further provides a system by which the student may relate himself to that job. It should be stressed that the teacher cannot be familiar with the nearly 22,000 jobs available in the United States today. He only needs a paradigm for thinking about jobs.

First, what does a job entail? The Dictionary of Occupational Titles defines jobs in terms of:

1. What gets done
2. How it gets done
3. Why the work is done

For example, a secondary school teacher

a. instructs students in one or more subjects (what)
b. instructs pupils through lectures, demonstrations and audiovisual aids (how)
c. administers tests to evaluate pupils' progress (why) (p. 727).

The what, why and how concepts are important for older students. However, for younger students other concepts may be more important. Again, the Dictionary of Occupational Titles provides us with some concepts related to whether a job involves data, people, or things. Usually jobs involve all three of these to a degree. An elementary school teacher, for example, works with data about her students, deals with her students, their parents and other educators; but has little to do with inanimate objects such as machines, tools, wood, etc. Examples of jobs which deal primarily with data, people and things are presented here:

FIGURE I

Jobs which deal with DATA	Jobs which deal with PEOPLE	Jobs which deal with THINGS
1. Accountant	1. Psychiatric Aid	1. Welder
2. Industrial engineer	______________	2. Asphalt-Paving Machine Operator

3. Calculating machine	__________	3. Artificial flower maker
4. Data typist	__________	4. Assemblers
5. Bookkeeper	__________	5. Automobile slipcover installers
6. Audit clerk	__________	6. Bakery helpers
7. Auditors	__________	7. Bricklayer helper
8. Sociologists	__________	8. Cannery worker
9. Psychometrics	__________	9. Cement mason

As can be seen in Figure I, there are many fairly common jobs which deal with only data or things. Most jobs dealing with people usually also involve either data or things. An automobile salesman deals with people, but he also has to deal with data about his product. Most jobs, like that of automobile salesmen, usually involve more than a single aspect of the data, people, things triad.

You, as a classroom teacher, will often be able to determine the primary emphasis of a particular job. However, if you cannot, the Dictionary of Occupational Titles can be consulted. Your local school counselor can assist you in locating a set. It is suggested here that you as a teacher begin to think of jobs in terms of the areas with which it is primarily involved. After students have become accustomed to thinking about the data, people, things and concepts, it is only a short step to the specifics of what, how, and why.

In helping students looking at jobs the question must ultimately arise, "How do I as a person relate to a particular job?" The third edition of the Dictionary of Occupational Titles also provides some insight into how this can be accomplished. Specifically, factors such as the following may be examined:

1. Aptitude required of workers in the occupational job
2. Interests required of workers in the occupational job

3. Physical demands of the job
4. Temperaments required of workers in their job (situations to which the worker must adjust).

Again it is not suggested here that the teacher have all of this information at her disposal. It is suggested that when inquisitive students ask the question, "Would I make a good _______?" that the teacher have them answer their own question by exploring these job requirements along with the amount of training required, the condition under which the work is performed, and the economic factors concerning the job. If the student explores these areas and has some information about himself, he can answer his own question - as he should.

In summary, older students need specific information about the world of work: what is done; how it is done; why work is performed. The specific entry requirements of the job are also needed. Younger students need an introduction of the broader concepts regarding work. Too much detail presented prematurely may defeat the total purpose of the program.

TRENDS IN THE WORLD OF WORK

Perhaps the reader is still not concerned as to the why of career development. In Section I a few of the problems faced by students who go into the world of work were presented. One conclusion drawn was that more information is needed. In Section II a model for looking at the world of work was presented. In this section the trends in the world of work will be discussed. Students must enter the world of work in our society. Teachers can be instrumental in assisting students to make this jump only if they are fully aware of the labor situation which students are likely to encounter.

The United States Department of Labor attempted to summarize what is likely to occur in the decade of the seventies. They predict the following trends in the world of work (1970):

1. The labor force will become increasingly well-educated.
2. Teenage unemployment will continue to be high, particularly among blacks and other minority groups.
3. The number of women in the labor force will continue to increase.
4. Employment opportunities will continue to increase among white collar and service workers.
5. There will be reduced opportunities in teaching.

The implications of these trends are many. For example, with the labor force becoming increasingly well-educated,the high school drop out is going to find himself at an even greater disadvantage than he has in the past. This is accentuated by the fact that employers are increasingly reluctant to hire teenagers as full-time employees. This means simply that an increased effort must be made to keep students in school. The best way to do this is to make the curriculum relevant.

Women, even those with young children, are an important part of the labor force. Because of this the career guidance of women has become increasingly important. Indeed, girls probably need more assistance in the selection of occupations than boys, since they will usually have to be out of the labor force from time to time because of family responsibilities and because women have been discriminated against by certain occupational groups all professions are now open to women. However, because certain occupations such as physicians, lawyers, engineers, etc. have been viewed as masculine occupations, many girls may not consider them as potential career fields. In order to foster career development among girls, stereotypes must be broken down and direct assistance provided.

As was true in the sixties, there will be a relative decline in the number of blue collar workers and a relative increase in the managerial, technical and service areas. There will be continued needs for physicians, dentists and other health professionals. However, service workers such as policemen, waitresses, hospital attendants will also be in great demand. Indeed some areas, such as teaching, which require a college degree are becoming overcrowed while jobs not requiring a college degree go unfilled.

Summary

This section has attempted to present a brief overview of the world of work. There are many valuable resources such as the Occupational Outlook Handbook available in most schools which can provide more information. The local school counselor, the employment security counselor, and local rehabilitation counselors can also be valuable sources of information. Regardless of the source, the teacher, whether elementary or secondary, must learn more about the world of work and means by which the implication can be transmitted to students. It should be stressed, however, that students should be encouraged to become their own experts and not rely upon the teacher as their sole source of information.

Section Three

Curriculum Guide for Career Development Programs

Outline

Kindergarten	Jobs I See
Grade 1	Jobs Parents Hold
Grade 2	Community Workers
Grade 3	Jobs in Our Country
Grade 4	Workers in Our State
Grade 5	Jobs in Our Nation
Grade 6	Occupations in the World
Grade 7, 8, 9	Widening Vocational Horizons Through Direct Experience
Grade 10, 11, 12	Focusing Vocational Interests

Perhaps one of the most difficult tasks in adopting a new program is how to implement it. That is, in what ways can a teacher best present the material, so as to be most effective.

It is this end, to be effective, that this section is directed. Throughout the text, references are made to certain terms, such as role-playing, striving behavior and modified occupations class. These are the key terms which are designed to facilitate the effective use of this new idea in occupational development.

Role-Playing: "Role-playing consists of living up to the obligations of the role that one assumes...Role playing refers to the organizations of conduct in accordance with group norms; role-taking refers to imagining how one looks from another person's standpoint. It involves making inferences about the other person's inner-experiences - pretending temporarily to be someone else and perhaps even sympathizing with him." [1]

Small children constantly play different roles. Through direction and discussion, children will learn the various elements which make-up (for example) the role of a policeman.

To be more specific, in the lower grades, the setting up of classroom governments is suggested. The role of city councilman is also advised. By discussion in the classroom, the expected behavior for such a position, a role can be obtained by the student. The teacher can help the student come to understand not only the specific duties of a city councilman but also the other attributes needed in life, such as cooperation and honesty. Role-playing, to be effective, must be as life-like as possible.

In junior high school, role-playing might take the form of practicing in class for job interviewing. One student can role-play a personnel director and the other student a person seeking a job. By actually talking and filling out an application, both students can come to understand that certain roles, i.e., of employer, have certain expectations for employees, and the student must learn to pick out these expectations so that he will be able to obtain a good job.

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[1] Tamotsu, Skibutoni. Society and Personality, Prentice-Hall, 1961, p. 48.

In high school, role-playing can be very useful. Again, it must always be as life-like as possible. A real situation between an employee and his boss where a raise is the issue, is very important. During role-playing questions such as why a person deserves a raise must be answered plus a clear perception that the job is needed.

Role-playing is an effective way of helping students to focus on life-like situations. It also will help them know what to expect when they are looking for and employed in a job.

Reinforcement: Reinforcement generally means to praise or give positive feedback to behavior which is desired and ignore behavior which is not desired.

Striving Behavior: This type of behavior is characterized by the student trying to obtain a desired end. Most importantly, he does not give up after one try.

Reinforcement and striving behavior are very much related. By rewarding and reinforcing striving behavior, even the most discouraged student will begin to take pride in his accomplishments.

This can be done in many ways. Perhaps the simplest way to reinforce younger children is to put stars on their papers and praise them for jobs well done. There are, however, other ways which are more productive.

It must be remembered that reinforcement is an individual technique. The first step is to determine the ways the student can be reinforced so as to repeat the desired behavior. To be more specific, each individual has likes and dislikes and what will reinforce one student will not reinforce another.

A specific example of what can be done to reinforce a desired behavior is as follows. If a student does not cooperate and you wish he would, then reinforce him. Throughout the day, each time he shows the slightest cooperation, such as following directions, doing an assignment, or helping someone else, compliment him. Tell him he is doing a fine job!

If a student does not answer questions, perhaps he feels discouraged. Each time he raises his hand, acknowledge him. Compliment him for paying attention and helping the class. It is not that important if his answers are incorrect, what is important is the fact that the child begins to feel some self-worth. A compliment for attempted desirable behavior will go a long way in helping a discouraged child adjust to the world. He will strive for more compliments and in the process, begin to exhibit more desirable behavior.

Film, Filmstrips: In order for a class to obtain the most from a film, it must be thoroughly prepared. Several ways to ready a class are as follows:

1. A discussion of what is already known about the subject, and an introduction to new words and concepts is important.
2. Also some insight into what might be seen in the film and specific questions which the film might answer also help to guide the student.

3. If there are any unusual things in the film, such as a special camera technique, which may be out of the realm of the students' experience and understanding, it should be explained.
4. It should also be very clear to the students why they are seeing the film and perhaps why the film was produced.

Activities After the Film Showing. Perhaps the best technique for class discussion is to divide the class into small groups and allow them to discuss the film. The questions raised before the film showing should be answered. Most important, however, the teacher must feel that the class grasped the intent of the film.

If the film was presented to prepare the class for a field trip or to teach a skill, the logical follow-up must be completed.

Also important is to show how the material presented in the film relates to our daily lives. This may be accomplished by having the class obtain more information concerning the major themes in the movie and by inviting resource people to speak to the class. Above all else, a film is a learning device and should be used as such.[2]

Field Trips. Planning for a field trip is very important and there are several steps which should be included:

1. The initial step is to contact the place to be visited and map out final tour plans and find out if anything special is required, such as in the way of dress.
2. The class should make plans for discussing the trip and ways they

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[2] Brown, James, Lewis, R., Harderoad, F. AV Instruction Media and Methods. McGraw-Hill Book Company, 1969.

can document and add to their knowledge.

3. Objectives to be seen and learned should be discussed, both of a general and specific nature.

The post-trip discussions should take place as soon after the trip as possible. Such things, as were the objectives met and were new interests obtained, might be the type of questions which should be dealt with by the class.[3]

Sociometric Tests. In a sociometric test, each individual in a given classroom is asked to list preferences for a specific situation. For example, a teacher may ask a class to list the five people they would like to work with on a committee. Each individual passes in a list. The teacher in a modern classroom can use a sociometrics to determine the acceptance or rejection of a student by his peers. It is perhaps the best instrument available to the teacher to assess social structure in the classroom.

After the test is given, a sociogram is constructed. This is a diagram which consists of an intricate system of arrows, circles, triangles, and so on, and provides considerable information.

There are, however, several important considerations in setting up committees via sociograms. First, the unchosen student should be given his first choice, providing there is no conflict. In another sense, this means that everyone should obtain their top choice unless there is a conflict.

Stars or leaders often make good models for other students and sociometric techniques provide data to determine who these students are. At the same time, the isolates are pointed out. These students may be experiencing considerable difficulty and may require much reinforcement to establish self-esteem.[4] Sociometrics is a good technique for the classroom teacher because it allows her to see the social structure within the classroom. This in turn allows her to use the stars for role models and at the same time it points out those who are in need of extra help and reinforcement.

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[3] Ibid.

Modified Occupations Class. An occupation class is a very useful tool for helping students to survey the job market. To be more specific, it provides a background of related information for teaching. In other words, by focusing class discussion in a common problem or job, or common interest, the students are more likely to solve problems and explore the area of interest. A class in the world of work allows students to compare their views and ideas not only with a few friends and the teacher, but with an entire class of perhaps thirty students. This allows every class member, including the teacher, to learn by the contributions of others, so that everyone learns from each other.

For example, a class period per week could be set aside for an occupations class. Each week a different aspect of work could be discussed. In the primary grades the students should be introduced to work. The hundreds of different job families, along with the people, data and things included with the Dictionary of Occupational Titles, could be discussed.

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[4] For a complete discussion on sociometrics, see Duane Brown, Changing Student Behavior, William C. Brown, Company, 1971.

In the middle grades and high school, the class discussions should shift to particular problems in working. Such things as asking for a raise and cooperation with fellow workers would be important. An occupations class is an excellent technique for involving students in a discussion about their future and what they hope to obtain from it.

Interest Groups. The use of interest groups by the teacher is a good way to obtain student involvement. The way groups can be used is almost endless. Groups can be begun for interest in an occupation, for ways to solve common problems or for exploring new job families.

A teacher can form groups, especially in the grade school, for allowing the students to express opinions on a particular topic in the world of work. For example, if several students are interested in construction work, then they can present a paper or a talk on what it is like to be such a worker, the special skills needed and the personal goals they see such a worker having.

In the middle grades and high school, perhaps a more problematic view could be taken. Maybe several students would be interested in a labor union role in the world of work. A good class discussion could result from this type of approach.

The principle idea for the use of interest groups should not be forgotten. They are designed to broaden the students' horizons to the world of work.

Simulation. Simulation in our context is the copying of a real work situation, not just role-playing a worker or a boss, though this is included, but also the actual doing of the job. This type of exercise is difficult, but almost every high school which offers a home economics or industrial arts curriculum could do it. Those that do not have these facilities could do it with release time for jobs.

Simulation allows the student to put to use all that he has learned through role-playing and occupations classes, etc. It gives him a chance to get right into the world of work and to try out all of the ideas he has learned in his educational experience. Hopefully, simulating a production line or a small business will help the student see that his education is relevant to the world he lives in.

Games. The principle idea behind the use of games is that the players will forget that they are playing a game and begin to act as if the situation were in real life. Thus, anger, hostility, cooperation and learning, etc. are all experienced within the context of the game. Psychology Today and Science Research Associates, as well as others, have commercially prepared games in all facets of career development. For example, there are kits and games devised to encourage career exploration, to promote career information seeking, etc. This technique is an excellent way to allow the students to feel, to touch and to deal with his own emotions in a general work situation. It is a good technique to use and is enjoyed by students.

General Objectives of the Guide

This curriculum guide is not designed to provide a rigid framework within which teachers and other school personnel must work. Rather, it is hoped that the guidelines presented here will result in a chain reaction of thoughts and techniques which will far surpass the meager presentation included here. In short, teachers, counselors and administrators may discard the contents of this guide completely or may adopt it totally. It is hoped, however, that no school staff who hopes to foster the career development program will belittle their own creativity by adopting this guide as their sole resource.

The general goals which should be pursued can be summarized as follows:

1. The development of attitudes which will enable the adult worker to function interpersonally.
2. The development of attitudes which will enable the adult worker to perform satisfactorily in the occupational setting.
3. The acquisition of academic skills necessary for successful job performance.
4. The acquisition of salable vocational skills which will enable the individual to enter the job market. Salable vocational skills may range from welding to the ability to perform surgery.
5. An orientation to the total world of work.
6. The breaking down of the stereotype of worker roles. Minority groups and women have viewed certain occupations as closed to them in the past. In the seventies this will be decreasingly true.
7. The promotion of the concept that there is dignity in all honest work.
8. The developing of consumer skills which will enable the worker to use his resources wisely.
9. To relate education and vocations in a manner which will make education relevant.

The adoption of a career development theme for curriculum will in some instances mean that traditional techniques and ideas must be abandoned. One of the concepts which will undoubtedly be left behind by the staff which becomes involved in a career development program is the compartmentalization of subject matter. Math and science, English and social studies, and other combinations of subject matter will, in all likelihood become increasingly interrelated in the minds of the staff and certainly in the minds of the students. For the teacher who is interested in promoting learning, this will cause no problems. For others, breaking down the barriers among various subject matter areas will appear to be chaotic and this group will resist the idea. Only through staff planning and cooperation can this resistance be overcome.

Another tradition, pupil evaluation, must also come under scrutiny for the staff which hopes to implement a career development program. Ultimately, there will be a realization that positive attitudinal development is an impossibility in a situation in which a student is subjected to the constant failure mandated by a normative grading system. This archaic system may give way to an ideographic system where each student is evaluated on the basis of his own merit and not against the numbers of his class. There may also come the realization that factors such as attitudes are as important as the acquisition of subject matter and in some way progress in attitudinal development needs to be evaluated.

Perhaps one outgrowth of the career development program will be a new recognition that parents need to be included in the educational process. Student attitudes are first learned at home and any program to alter attitudes can be enhanced by parent participation. Similarly, parents can play a major role in the promotion of academic skills if they are provided the knowledge and techniques of how best to accomplish this. If indeed there is a realization of the importance of parents in the learning process, the entire school system should benefit.

Implementing Career Development

It is doubtful that the adoption of a career development theme for education on a mass basis will be highly successful. Perhaps the best approach is to determine which teachers in a particular system are flexible enough to attempt this approach. Initiating demonstration programs with these teachers will enable the staff of the school district to gain insight into the problems and the promise of a career development program. From demonstration classrooms the next step is probably to establish demonstration schools. Again some consideration must be given to the commitment of the staff and the possible sources of resistance. It does little good to establish an innovative program which is doomed to failure. Finally, the school district may wish to establish the program on a system-wide basis.

In starting a career development program there must be at least one member of the staff of the district who is totally familiar with career development and can devote time to consulting with teachers who intend to reorganize their curriculum around a career development theme. This person may be called a human resources coordinator, a school counselor, a curriculum consultant, or a variety of other titles. His title is relatively unimportant; his knowledge regarding career development, curriculum and occupational information is critical.

One last point should be considered in the implementation of a career development program. Resources, other than coordinators, must be made available if the program is to be successful. Field trips, audio-visual aids, occupational information, special reading series and building materials for projects are all expensive. Unless the school district makes money available for special activities and materials, the program cannot be effective.

JOBS I SEE

Kindergarten

1. The student will be able to name five reasons why work is important.
2. The student will be able to identify five types of vocations.
3. The student will be able to define the meaning of and recognize an example of each of the following:
    - a. punctuality
    - b. cooperativeness
    - c. initiative
    - d. responsibility

Unit I. Jobs at School

A. Special Activities

1. List school workers, including teacher
2. Students role-play school workers
    - a. what workers do
    - b. how cooperation works
    - c. why responsibilities must be honored
3. Art
    - a. mural project about jobs - divide class into teams - stress cooperation
4. Show and tell - bring in materials about jobs
5. Materials for use in kindergarten

B. Regular Activities

1. Rewarding all types of punctual behavior
    - a. getting to school on time
    - b. handing in class assignments
2. Reward striving behavior - all well meaning efforts should be recognized regardless of outcomes
3. Recognize students who perform responsibly

UNIT ONE RESOURCES FOR GRADE K

BOOKS:	PUBLISHER:
Community Helper Books	E.M. Hale and Company
Etti-Cat, the Courtesy Cat	Hastings House
Let's Find Out Series	Franklin Watt, Inc.
The Giant Nursery Book of Things that Work	Doubleday Company
The Giant Book of Things in Space	Doubleday Company

FILMS:	
Beginning Responsibility:	Coronet Films
Doing Things for Ourselves	
Getting Ready for School	
Fairness for Beginners	Coronet Films
Getting Along with Others	Coronet Films
Helpers at Our School	Coronet Films
Taking Care of Myself	Encyclopedia Britannica
We Go To School	Coronet Films

FILMSTRIPS:	
Courtesy Series	Coronet Films
Let's Go Series	Putnam & Sons

RECORDS:	
The Child and His World	Singer
Manners at School	Educational Records
The School Community	Educational Records

Unit II. Jobs on the Way to School

A. Special Activities

1. Count and identify jobs on the way to school
2. Identify what they are doing
3. Identify possible workers that cannot be seen. What is behind the building - let children use their imagination
4. View flash cards depicting scenes of people at work (teacher may make or have students make)

B. Regular Activities

1. Same as Unit I
2. Art project - draw a worker and his tools

UNIT TWO RESOURCES FOR GRADE K

BOOKS:	PUBLISHER:
Dandy, the Dime	Denison & Company
Friendly Workers Visit Larry	Denison & Company
Policeman Small	Walck, Inc.
The Community Helpers Series	Whitman & Company
When I Grow Up	Walck, Inc.
FILMS:	
City Bus Drivers	Encyclopedia Britannica
Helpers at Our School	Coronet Films
Helpers in Our Community	Coronet Films
Helpers Who Come to Our House	Coronet Films
Mailman	Encyclopedia Britannica
The Lemonade Stand	Encyclopedia Britannica
The Policeman	Encyclopedia Britannica
FILMSTRIPS:	
The City Community	Encyclopedia Britannica
The Neighborhood Community	Encyclopedia Britannica
The Town Community (Urban)	Encyclopedia Britannica
The Town Community (Rural)	Encyclopedia Britannica
Community Services	Encyclopedia Britannica
POSTERS:	
Community Helper Cards	Denison & Company

JOBS PARENTS HOLD

Grade 1

1. The student will name three reasons why people work
2. The student will give an example of a typical female occupation and a typical male occupation.
3. The student will rank five jobs in order of importance (his own or the importance society places on them).
4. The student will give three examples of the relationship of school work to vocations.
5. The student will suggest examples for each of the following attitudes:

   a. punctuality c. initiative

   b. cooperation d. responsibility

Unit I. Mother

- A. Special Activities
  - 1. Mothers' occupation
    - a. discuss what mothers do
    - b. discuss why some mothers work and some do not
    - c. role playing mothers' work
    - d. role playing typical feminine occupations
      - 1. follow-up discussion - emphasis
    - e. movies
  - 2. Posters made by students depicting mother in various tasks
- B. Regular Activities
  - 1. Relate to classroom subjects
    - a. math - counting numbers of jobs mothers perform
    - b. science - illustrate bread making - yeast
    - c. social studies - origin of cloth

- d. reinforcement of
    - 1. striving behavior
    - 2. punctuality
    - 3. initiative
    - 4. cooperation
- 4. Who should have jobs outside at home
    - a. prejudice
        - 1. sex
        - 2. race
        - 3. ethnic
        - 4. religion
- 5. Role play opposite sex roles

II. Father

- A. Special Activities
    - 1. Fathers' Occupations
        - a. discuss what fathers do
        - b. discuss why they work
        - c. how is their work different from mothers
        - d. role play fathers' work
        - e. role playing masculine roles
            - 1. farming
            - 2. mining
            - 3. service station attendant
            - 4. others
        - f. posters depicting fathers occupations or jobs at home
- B. Regular Activities
    - 1. Relate to school work
        - a. math - mileage to work, cost of equipment

        - b. science - application in work
        - c. social studies - impact of work on people

III. Occupations of Both

- A. Special Activities
    - 1. Why do parents work
    - 2. At what do parents work
    - 3. Rate prestige of mothers' and fathers' occupations
        - a. which is most important
        - b. why is it more important
        - c. is it fair to have one more important than the other and why or why not

RESOURCES FOR GRADE 1

BOOKS:	PUBLISHER:
Come to Work with Us	Sextant Systems, Inc.
Community Helper Books	Putnam & Sons
I Want to Be (Series)	Childrens Press
Jimmy, The Youngest Errand Boy	Dennison & Company
FILMS:	
Beginning Responsibilities:	Coronet Films
Learning to Follow Instructions	
Taking Care of Things	
Lessons in Family Cooperation	
Taking Care of Myself	Encyclopedia Britannica
Why Fathers Work	Encyclopedia Britannica
FILMSTRIPS:	
Developing Basic Values	Singer
Living and Working Together	Jam, Inc.
MULTI-MEDIA KIT:	
Family and Community Life	Singer
Homes and Family Living	Singer

COMMUNITY WORKERS

Grade 2

1. The student will list ten jobs in the community (excluding school workers).
2. The student will give five examples of the interdependence of work.
3. The student will identify at least four reasons why all jobs are important.
4. The student will recognize two examples of superordinates and subordinates in work.
5. The student will define and demonstrate (in his behavior):
    a. punctuality
    b. cooperativeness
    c. initiative
    d. responsibility

I. Special Activities
- A. Establishing a community in the classroom
    1. Identify community workers
    2. Determine what they do in terms of whether they deal with data, people, or things
    3. Set up a community
        a. select roles (these are some possible roles):
            1. gardener
            2. interior decorator
            3. court (judges, jury)
            4. mayor
            5. council
            6. police
            7. messenger
            8. fireman
            9. teacher's assistant
            10. sanitation
            11. bookkeeper
            12. treasurer
            13. electrician
            14. maintenance

4. Interview a city official who holds the same job that the students are elected to.
5. Implement community by elections

B. Rules for Community

1. All jobs by election
2. Change jobs twice
3. At change time - discuss
    - a. likes - dislikes of jobs
    - b. want a similar job
    - c. did job deal with
        1. data
        2. things
        3. people
    - d. prestige of job
4. Have students put on a skit dramatizing a city council dispute or similar conflict

C. Other Special Activities

1. Field trips
2. Class discussion on community
    - a. status aspect of jobs
    - b. cooperation
    - c. responsibility
    - d. impact on others
    - e. feelings of people on the job
        1. most important
        2. least important
        3. how do low status job holders feel

        f. do some workers do their jobs better than others - why

    3. Make posters showing city services

II. Regular Activities

- A. Relate classroom subjects to work
    - 1. social studies - government activities
    - 2. math
        - a. add simple bills
        - b. taxes (simple concepts)
    - 3. language arts
        - a. interviewing for job via role playing
        - b. letter writing for jobs in the school
    - 4. science
        - a. water treatment
        - b. waste treatment
    - 5. reinforcement for
        - a. cooperation
        - b. responsibility
        - c. cooperation
        - d. autonomy

RESOURCES FOR GRADE 2

BOOKS:	PUBLISHERS:
Come to Work with us Books	Hale & Company
Let's Go Community Books	Putman's Sons
On the Beat: Policemen at Work	Harcourt, Brace & World
What Money Is and Does	Franklin Watt, Inc.
FILMS:	
Beginning Responsibility	Coronet Films
Being on Time	
Taking Care of Things	
Let's Share with Others	Coronet Films
The Mayor	Encyclopedia Britannica
The Fireman	Encyclopedia Britannica
Yours, Mine and Ours	Encyclopedia Britannica
FILMSTRIPS:	
Community Workers and Helpers	Singer
Getting Along in School (Series)	Coronet Films
The City Community	Encyclopedia Britannica
The Town Community (Urban)	Encyclopedia Britannica
Workers for the Public Welfare	Eye Gate House
MULTI-MEDIA KITS:	
Transportation	Singer
Community Helpers	Singer

JOBS IN OUR COUNTY

Grade 3

1. The student will list three types of jobs that are geographically influenced and tell why these jobs are located there.
2. The student will give two examples of jobs that have changed or been eliminated because of new innovations. (Such as farming, railroad workers, blacksmith, glass workers)
3. The student will classify three jobs in terms of how society views it, who can perform it, and the worthiness of it.
4. The student will demonstrate at least five ways in which subject matter relates to vocations.
5. The student will explain how their interests might influence their job selection.
6. The student will define and demonstrate (in his behavior):
    - a. punctuality
    - b. cooperativeness
    - c. initiative
    - d. responsibility

I. Special Activities
- A. Organize Classroom Situation
    - 1. Identify jobs or industries in county including governmental positions
    - 2. Set up a county government
        - a. probable county officials
            - 1. sheriff
            - 2. deputy
            - 3. court

            - a. judge
            - b. lawyers
            - c. clerks
        - 4. road commissioners
            - a. workers
        - 5. county surveyor
        - 6. county clerk of records
        - 7. county treasurer
        - 8. county health officer
        - 9. speakers
    - 3. Dramatize a county court dispute (or similar)
- B. Other Special Activities
    - 1. Letters to determine roles
    - 2. Field trips
    - 3. Films
    - 4. Class activities
        - a. have each student fulfill his role in county government
            - 1. treasurer collect money
            - 2. surveyor - measure ball diamond
            - 3. road commissioner - determine routes for fire drill
    - 5. Make posters showing county services

II. Regular Activities

- A. Relate Classroom Work to Jobs
    - 1. Social studies - discuss judiciary system
    - 2. Math - accounting procedures, geometry-angles, elevation
    - 3. Science - microscope
    - 4. Health - disease prevention, personal hygiene

      5. drugs
      6. law enforcement
   - B. Rules for County
      1. all jobs by election
      2. change jobs twice
      3. at change times - discuss:
         a. likes - dislikes of jobs
         b. want a similar job
         c. did job deal with:
            1. data 2. things 3. people
         d. prestige of job
         e. male or female or both

III. Special Activities (Semester II)

- A. Assume another job role
- B. On a county map - locate different jobs
- C. Discuss job roles with children in terms of: data, people, things, that they do
- D. Field trips
- E. Visitation of jobs in immediate area
- F. Discuss and explore how school work relates to jobs

IV. Regular Activities (Semester II)

- A. Relate to classwork
   1. Social studies - county geography; why are jobs located where they are; factors influencing job location
   2. Math - distance, social security, taxes, salary, driving costs
   3. Science - choose activities related to jobs in county

a. testing for pure water

b. germinating seed

c. propagating plants

d. hatching eggs

e. observing microorganisms

RESOURCES FOR GRADE 3

BOOKS:	PUBLISHER
Let's Go Government Books	Putnam's Sons
Let's Go Industry Books	Putnam's Sons
Let's Go Transportation and Communication	Putnam's Sons
Let's Go Books	Hale & Company
FILMS:	
Beginning Responsibility: Using Money Wisely	Coronet Films
From Start to Finish	Newenhouse
Making the Things We Need: Division of Labor	Encyclopedia Britannica
Our Class Works Together	Coronet Films
The Community Bakery	Encyclopedia Britannica
Ways to Settle Disputes	Coronet Films
Where Does Our Food Come From	Coronet Films
FILMSTRIPS:	
Guidance Stories	Encyclopedia Britannica
Let's Talk About (Series)	Universal
The World of Work (Series)	Edu-Craft
True Book of Community Helpers	Singer

JOBS IN OUR STATE

Grade 4

1. The student will identify the industrial complex areas in the state and tell why they have developed there.
2. The students will suggest the necessary qualifications for the performance of at least five jobs.
3. The students will evaluate their interests and list two jobs that would satisfy these interests.
4. The student will give examples (3) of jobs brought about by technology.
5. The student will define and demonstrate (in his behavior):
    - a. punctuality
    - b. cooperativeness
    - c. initiative
    - d. responsibility

I. Special Activities

- A. Organize Classroom Situation
    - 1. Identify jobs for industries in the state including governmental positions
    - 2. Set up a state government
        - a. probable state officials
            - 1. governor
            - 2. governor's advisor
                - a. secretary of state
                - b. secretary of commerce
            - 3. state police
            - 4. road commissioner

        5. state courts
        6. senators
        7. representatives
        8. board of regents for school

B. Other Special Activities

1. Letters to students in other states
2. Letters to large companies
3. Field trips
4. Films
5. Class activities
    a. have each student fulfill his role in state government
        1. governor
        2. congressman
    b. dramatize a short session of either house of delegates or senate

II. Regular Activities (Semester I)

A. Relate Classroom Work to Jobs

1. Social studies - discuss judiciary system - discuss checks and balances
2. Math - accounting, geometry, cost factors
3. Science
4. Health - personal hygiene
5. Drugs
6. Law enforcement
7. Language - read of other states

B. Rules for State

1. All jobs by election
2. Change jobs twice
3. At change times discuss:

- a. likes-dislikes
- b. wants of a similar job
- c. discuss job
  - 1. data   2. things   3. people
- d. prestige of job
- e. male or female or both
- f. why jobs are important

III. Special Activities (Semester II)

- A. Assume another job role
- B. On a state map - locate different jobs
- C. Discuss job roles with children in terms of: data, people, things, what do they do
- D. Field trips
- E. Visitation of state agencies and business
- F. Discuss and explore how school relates to jobs
- G. Interview worker
- H. Use posters which show state services

IV. Regular Activities (Semester II)

- A. Relate to classwork
  - 1. social studies - state geography -- why are jobs located here, where are they specifically, factors influencing job location
  - 2. math - distance, salary, taxes, social security, interests, budgeting
  - 3. science - relate to job

RESOURCES FOR GRADE 4

BOOKS:	PUBLISHER
About Books	Childrens Press
Art, The Telephone Man	Dennison & Company
Bruce Learns About Life Insurance	Dennison & Company
Conrad, the Policeman	Dennison & Company
Danny Graham, Banker	Dennison & Company
Larry Learns About Computers	Dennison & Company
Learning About Why We Must Choose	Franklin Watts, Inc.
Policemen: The World Over	Hasting House
Postmen: The World Over	Hasting House
Read About (Series)	Franklin Watts, Inc.
Richard Learns About Railroading	Dennison & Company
The Bakers Children	Random House/Singer
FILMS:	
Everyday Courtesy	Coronet Films
Fred Meets a Bank	Coronet Films
Homer Starts to Work	Teaching Film Custodians
Making the Things We Need	Encyclopedia Britannica
Your Communication Skill	Coronet Films
Your Study Methods	Coronet Films
FILMSTRIPS:	
Foundations for Occupational Planning	SVE
Why do People Work	VEC
POSTERS:	
Work and be Happy	Jon Kennedy Cartoons
KITS:	
Everywhere We Go	American Guidance Service

JOBS IN OUR NATION

Grade 5

1. The student will be able to define and explain the importance of at least three consumer skills:
    - a. budgeting
    - b. banking
    - c. simple contracts
    - d. wise shopping
2. The student will locate jobs by region on a national map and give three reasons why they are located there
3. The student will select three jobs and give the necessary qualifications for performance of these jobs
4. The student will differentiate between the probable performance of a worker who is interested in his job and one who isn't.
5. The student will explain the importance of the following attitudes to job performance:
    - a. punctuality
    - b. cooperativeness
    - c. initiative
    - d. responsibility

I. Special Activities (Semester I)

- A. Organize Classroom Situation
    - 1. Identify jobs or industries in our nation including governmental positions
    - 2. Set up a national government
        - a. probable national officials
            - 1. president
            - 2. vice president

3. senators	6. aides
4. representatives	7. F.B.I. director
5. cabinet members	8. etc.

B. Rules for Nation

1. All jobs by election
2. Change jobs twice
3. At change times discuss:
    - a. likes - dislikes
    - b. wants of a similar job
    - c. did job deal with people, data, things
    - d. prestige
    - e. male or female or both

II. Special Activities (Semester II)

A. Assume another job role

B. On a national map - locate jobs by regions

C. Discuss job roles with children in terms of data, people, things

D. Field trips

E. Visitation of any available national agency

F. Discuss civil service

G. Discuss and explore how school relates to jobs

H. Set up an economy in which students are paid for work and must contract for services

I. Use posters to depict:

- a. where tax money is spent
- b. national service
- c. qualifications for national elected officials

J. Panel Show (or debate)

    a. role playing (newspapermen interviewing the president)

    b. congressmen debating an issue

K. Use of T.V. type quiz shows for reviews of information such as:

    a. job qualifications

    b. geographically influenced jobs

RESOURCES FOR GRADE 5

BOOKS:	PUBLISHER
Behind the Scenes at an Airport	Dodd & Mead
Behind the Scenes at the Post Office	Dodd & Mead
Colby National Defense Books	Putnam's Sons
Industries of America Books	Putnam's Sons
Park Rangers	Putnam's Sons
Soil Service	Putnam's Sons
Ronald Learns About College Teaching	Dennison & Company
Shelby Goes to Wall Street	Dennison & Company
Then You Can Work Books	John Day
What Does a Forest Ranger Do (Series) also includes stories about congressmen, senator, astronauts, oceanographer and Peace Corps volunteer	Dodd & Mead

FILMS:

How a Scientist Works	Encyclopedia Britannica
Learning From Disappointment	Coronet Films
Let's Play Fair	Coronet Films
The Industrial Worker	Encyclopedia Britannica

FILMSTRIPS:

Developing Your Personality	Encyclopedia Britannica
Planned Life, The	VEC

KITS:

The People Around Us	American Guidance Service

WORKERS OF THE WORLD

Grade 6

1. The student will list two results of increased transportation speed on world trade.
2. The student will explain why it is important to choose a job that suits your interests.
3. The student will give three benefits of work to those who perform it.
4. The student will list the necessary skills required for the performance of any five jobs.
5. The student will list the necessary steps in obtaining a job such as paperboy or baby sitter.
6. The student will define and demonstrate (in his behavior):
    - a. punctuality
    - b. cooperativeness
    - c. initiative
    - d. responsibility

I. Special Activities (Semester I)

- A. Organize classroom situation
    - 1. Identify jobs or industries in our nation including governmental positions
    - 2. Set up a United Nations
        - a. probable positions
            - 1. secretary general
            - 2. agency heads, such as UNICEF
            - 3. ambassadors or delegates
            - 4. secretaries
            - 5. door keepers
            - 6. office boys
            - 7. receptionists
            - 8. telephone operator
            - 9. tour guides
            - 10. newscaster

11. security officers
12. translators
13. stenographic
14. waitresses
15. newspaper reporters
16. custodial help
17. parking attendants
18. cafeteria operators

B. Other Special Activities
   1. Letters to students in other nations
   2. Letters to U.N. delegates
   3. Letters to foreign embassies
   4. Films
   5. Field trips
   6. Class activities
      a. have each student fulfill his role in international government
      b. dramatize a U.N. debate
      c. use posters depicting:
         1. agencies of U.N.
         2. make of secretariat

II. Regular Activities (Semester I)
   A. Relate Classroom Work to Jobs
      1. Social studies - discuss history and politics of varying counties and impact on job **selection**
      2. Math - distribution of jobs
      3. Science
      4. Health - drugs
      5. Language arts - language differences
   B. Rules for United Nations
      1. All jobs by election

2. Change jobs twice
3. At change times discuss:
    a. likes - dislikes
    b. wants of a job
    c. whether the job dealt with people, data, things
    d. prestige of job
    e. male or female or both

III. Special Activities (Semester II)

A. Assume another job role

B. Locate jobs on a map - which are geographically determined such as ship building, mining, fishing

C. Discuss job roles with children in terms of data, people, things, what they do

D. Field trips

E. Discuss welfare system

F. Movies

G. Discuss and explore how school relates to job

H. If at all possible, have New York Tribune international students visit

IV. Continue Regular Activities

RESOURCES FOR GRADE 6

BOOKS:	PUBLISHER:
Advertising	Franklin Watts, Inc.
Behind the Scenes at the Library	Dodd & Mead
Firefighters and World Over	Hastings House
Jeff Learns About the FBI	Dennison & Company
Men at Work Books	Putnam's Sons
Parkrangers and Game Wardens the World Over	Hastings House
Ray Visits the Air Force Academy	Dennison & Company
Rural Education Series	John Day
Urban Education Series	John Day
What Does a UN Soldier Do (Series)	Dodd & Mead
also includes Coast Guardsman	
Peace Corps Volunteer	

FILMS:

Are Manners Important	Encyclopedia Britannica
Don't Get Angry	Encyclopedia Britannica
Our Changing Way of Life:	Encyclopedia Britannica
Cattlemen	
Dairy Farmer	
Cotton Farmer	
People are Different and Alike	Coronet Films
Your Communications Skills (Series)	Coronet Films

FILMSTRIPS:

Character Development	International Film Bureau
Foundations for Occupational Planning	SVE
Learning to Study (Series)	Jam
Personality Development	International Film Bureau
The World of Work (Series)	Edu-Craft

KITS:

Seeing Ourselves	American Guidance Service

WIDENING VOCATIONAL HORIZONS THROUGH DIRECT EXPERIENCE

Grades 7, 8, 9

1. The student will perform either directly or in role play any three specific jobs from the DOT (See activity A).
2. The student will evaluate how their interests and ability influence their job selection and performance.
3. The student will give an example of work for the different skill levels such as: apprentice, laborer, assistant, supervisor (in chemical work), assistant mason, mason (in brick laying).
4. The student will give three reasons why it is important to learn how to find a job.
5. The student will define and explain the importance of:
    a. job security b. earnings
6. Continue attitude development as suggested in Grade 5.
7. The student will demonstrate the knowledge of finding and obtaining jobs.
8. The student will make a tentative vocational choice and give his reasons for that choice.
9. The student will give three examples of jobs that are no longer strictly sex typed.

I. Special Activities

A. The student will be exposed by role play or direct experience or other suitable methods to at least three specific jobs in each of the eight major occupational categories in the third edition of the Dictionary of Occupational Titles.

1. Professional, technical, managerial
2. Clerical and sales
3. Service occupations
4. Farming, fishery, forestry
5. Processing occupations
6. Machine trades
7. Bench work
8. Structural work

B. Students should be exposed to an occupation in each category that deals with data, people, and things.

C. The student should start to relate jobs to their own interests and abilities via individual counseling and group sessions.

D. Use of quiz-type shows to promote interest in job qualifications and types of jobs available, etc.

II. A Modified Occupations Class May Provide a Vehicle for Enabling the Staff to Provide These Experiences When It Is Coupled with Direct Experiences

A. Outline of Units

1. General orientation to the world of work via class discussion, reading, assignments
2. A study of self-interests, aptitudes, special skills, aspirations
3. Discussion of job requirements
4. Acquisition and holding of a job
   1. looking for job
   2. employment security
   3. making application
   4. interviewing
   5. job performance

B. On site placement for direct experience. To be supplemented with vicarious experiences

1. Orientation of industries regarding objectives
2. Checking local and state and national laws
3. Orienting students

4. Survey community for occupations
5. Supplement with vicarious experiences
6. Continuous follow-up of placement . . . discussion of observations with students' likes, dislikes
7. Acquisition and holding of a job
    a. looking for job
    b. employment security
    c. making application
    d. interviewing
    e. job performance

C. In-Class Units may also help to achieve goals
    1. Budgeting and money management - with the use of posters, etc.
    2. Occupations related to subject matter
    3. Grooming
    4. All of the activities in the occupations class may be incorporated into regular class activities
    5. Social studies - orientation to the world of work
    6. Health - discovering myself
    7. English - acquisition and holding of a job
    8. Home economics
    9. Job placement

D. Career Days may also be used for exploratory purposes, but are a poor substitute

RESOURCES FOR GRADE 7, 8, 9

BOOKS:	PUBLISHER
Blueprint for Teenagers	Sterling Publishers
Find a Career in Auto Mechanics	Putnam's Sons
Find a Career in Education	Putnam's Sons
Find a Career in Railroading	Putnam's Sons
Keeping Ahead of Machines	John Day
Money, Jobs, and Futures	Macrae Smith Books
Occupations and Careers	Webster/McGraw Hill
Part Time Jobs and Summer Jobs	Sterling Publishers
The Professionals and What They Do	Franklin Watts, Inc.
What Job for Me? (series)	Webster/McGraw Hill
Your Job and Your Future	Webster/McGraw Hill

FILMS:	
Aptitudes and Occupations	Coronet Films
Getting into College	Coronet Films
Jobs for High School Students	Guidance Association
Odyssey of a Dropout	Coronet Films
Preparing for the World of Work	Guidance Association
What You Should Know Before You Go to Work	Guidance Association

FILMSTRIPS:	
Careers in the World of Tomorrow	Audio-Visual Association
Career that Counts	Contometer Corporation
High School Course Selection and Your Career	Guidance Association
Studying for Success	Eye Gate House
Your Guidance Service	VEC

GAMES:	
Vocational Problem Solving Experiences	Science Research Association
The Game of Market	Benefic Press

KITS:	PUBLISHER
About Growing Up	American Guidance Service
Being a Teenager	American Guidance Service
Finding Your Job	Finney Company
Help Yourself to a Job	Finney Company
Occupational Guidance	Finney Company
Our School Life	American Guidance Service

FOCUSING VOCATIONAL INTEREST

Grades 10, 11, 12

1. The student will demonstrate a knowledge of his own interests, aptitude, skill, etc.
2. The student will tentatively choose a field of interest for his future vocation
3. The student will explain why curriculum is related to vocational choice
4. The student will compare the requirements for the job he has tentatively decided on to at least one other job
5. The student will demonstrate either through role play or direct experience the skills required to find, obtain, and perform work
6. The student will give five examples of jobs that are no longer restricted by sex
7. The student will list the attitudes that he should have in order to find and hold a job, some of which are:
    a. punctuality
    b. cooperativeness
    c. initiative
    d. responsibility

II. Activities

A. Released time for job exploration

B. Job placement (The rationale and procedures for setting up a placement service are discussed in Appendix B.)

C. Personal and vocational counseling

D. In-class units

E. Interest group discussion

F. Career groups

  1. future teachers
  2. future nurses
  3. future homemakers, farmers, etc.

G. Career seminars

III. Regular Class Activities

A. Role play various work experiences such as:

  1. job interview
  2. asking for raise
  3. inquiring about fringe benefits

B. Use of pamphlets and posters depicting current job openings and other vocational material

C. Have local personnel manager come in to talk about what he looks for in a person

D. Write paper on his own interests and aptitudes preliminary to making a tentative vocational choice

RESOURCES FOR GRADE 10, 11, 12

BOOKS:	PUBLISHER
Aim High Series	Richard Rosen Press
Careers in Depth Series	Richard Rosen Press
Careers for Tomorrow Series	Walck, Inc.
Dutton Career Book Series	Dutton & Company
How to Find and Apply for a Job	South-Western Publishing Co.
Students Guide to Occupational Opportunities and Their Lifetime Earnings	Simon & Schuster
The Organization Man	Doubleday
The Teenage Employment Guide	Simon & Schuster
Vocational Guidance Manuals	Vocational Guidance Manuals
You and Today's Troubled World	Simon & Schuster
You and Your Job	South-Western Publishing Co.
Your Career Selections	Simon & Schuster

FILMS:

Competition in Business	Coronet Films
Credit and How It Shapes Our Lives	Newenhouse
Getting a Job	Encyclopedia Britannica
Jobs in the World of Work	McGraw Hill
Jobs and Their Environment	McGraw Hill
Planning Your Careers	Encyclopedia Britannica
Your Job (Series)	Coronet Films

FILMSTRIPS:

Dropping Out: The Road to Nowhere	Guidance Association
Financial Planning for Young People	VEC
Getting and Keeping Your First Job	Guidance Association
It's Your Future	Eye Gate House
Jobs for High School Students	Guidance Association
Preparing for the World of Work	Guidance Association
Vocational Decisions	Singer
What You Should Know Before You Go to Work	Guidance Association

KITS:	PUBLISHER
Job Experience Kits	Science Research Associates
Occupational Exploration	Science Research Associates
Senior Guidance Service	Careers
MULTI-MEDIA:	
Despair is a Dropout Cartoon	Jon Kennedy Cartoons
Drop Out City	Jon Kennedy Cartoons
Vocational Interview Tapes	Guidance Associates
Viewpoints on American Labor	Random House

Appendix A

Materials and Sources of Information About Career Development

Listing of Materials

TABLE OF CONTENTS

Primary Materials 1A-10A
  Books. 1A
  Films. 4A
  Filmstrips 7A
  Multi-media. 9A

Intermediate Materials. 11A-19A
  Books. 11A
  Films. 14A
  Filmstrips 16A
  Multi-media. 18A

Junior High Materials 20A-24A
  Books. 20A
  Kits 22A

Senior High Materials 24A-59A
  Books. 24A
  Remedial Level Books 30A
  Films. 32A
  Filmstrips 41A
  Tapes. 50A
  Multi-media. 53A
  Kits 54A
  Pamphlets. 56A

Publishers of Materials 60A-75A

BOOKS
PRIMARY

TITLE	CONTENTS	GRADE	PRICE
The Giant Nursery Book of Things That Work	shows people who use machines	K-3	$4.95
The Giant Book of Things in Space	introduction to space techniques	K-3	4.95
Doubleday & Company, Inc.			
- - - - - - - - - - - - - -			
Dandy, The Dime	encourages thrift	K-3	3.99
Friendly Workers Visit Larry	importance and work of community helpers	K-3	3.99
Jimmie, the Youngest Errand Boy	reward for patience & thoughtfulness	1-4	3.99
Jimmy's Happy Day	honesty is best policy	1-4	3.99
T. S. Denison & Company			
- - - - - - - - - - - - - -			
Community Helper Books	17 books on gov. and pub. service	1	45.56
Let's Go Community Books	19 books intro. service industries	2	46.17
Let's Go Community Books	9 books into behind the scenes work	3	21.87
Let's Go Industry Books	7 books into different occupations	3	17.01
Let's Go Transportation and Communication Books	airports, trucks	3	14.58
Let's Go National Defense Books	3 books on branches of service	3	7.29
G. P. Putnam's Sons			
- - - - - - - - - - - - - -			

TITLE	CONTENTS	GRADE	PRICE
Come To Work With Us	6 volumes on various careers	1-3	24.65
Sextant Systems, Inc.			
- - - - - - - - - - - - - -			
The Flying Postman	fantasy treatment of postmen	K-3	4.25
Cowboy Small	no description of these was given but they were listed under careers	K-3	3.25
Policeman Small		K-3	3.25
The Little Airplane		K-3	3.25
The Little Auto		K-3	3.25
The Little Farm		K-3	3.50
The Little Fire Engine		K-3	3.50
The Little Sail Boat		K-3	3.25
The Little Train		K-3	3.25
When I Grow Up		K-3	3.25
Henry Z. Walck, Inc. Publishers			
- - - - - - - - - - - - - -			
Etti-Cat, The Courtesy Cat	picture book on behavior	K-2	2.95
New Boy In School	Negro adjusts to all-white school	2-4	3.25
Hastings House			
- - - - - - - - - - - - - -			
Machines For You	pictures about machines of town life in different season		3.95
Little, Brown and Company			
- - - - - - - - - - - - - -			

TITLE	CONTENTS	GRADE	PRICE
Ideas About Money	what money is, and does	1-3	$3.50
Let's Find Out Series	over 50 titles on various subjects	K-3	3.75 @
Frankline Watts, Inc.			
- - - - - - - - - - - - - -			
Singer Social Studies Series	basic familiarization	1-3	2.88 @
Random House			
- - - - - - - - - - - - - -			
On The Beat: Policeman At Work	duties, and problems of big city policemen	2-4	2.21
Harcourt, Brace & World, Inc.			
- - - - - - - - - - - - - -			
The Community Helpers Series	17 books dealing with different occupations	K-2	2.25 @
Albert Whitman & Company			
- - - - - - - - - - - - - -			
About Books	65 different books incl. careers	K-6	2.25 @
Come To Work With Us Books	6 different jobs	K-4	3.38 @
Children's Press			
- - - - - - - - - - - - - -			
Community Helper Books	13 books on careers	K-3	2.25 @
Let's Go Books	60 books on visits to different places	K-5	2.29 @
E. M. Hale and Company			
- - - - - - - - - - - - - -			
I Want To Be Series	6 careers	K-4	
Children's Press			

FILMED FROM BEST AVAILABLE COPY

4A

FILMS:

Attitudes

Taking Care of Myself: the importance of self-discipline

Yours, Mine and Ours: points out the meaning of ownership

Encyclopedia Britannica $60 (B&W) $120 (Color)

- - - - - - - - - - - - - -

Appreciating Our Parents: Lessons of family cooperation

Courtesy for Beginners: courtesy is a way of making everyone feel good

Fairness for Beginners: begin fairness in school and have happy class

Getting Along with Others: must learn cooperation to produce play

How Quiet Helps at School: points out ways to study and consideration

Kindness to Others: pleasures come from being kind

Let's Share with Others: different ways of sharing

Our Class Works Together: group work, problem solving

Ways to Settle Disputes: involves compromise

We Go to School: how to adjust to school, belonging and cooperation

Beginning Responsibility: Being a Good Sport

Beginning Responsibility: Being on Time

Beginning Responsibility: Books and Their Care

Beginning Responsibility: Doing Things for Ourselves in School

Beginning Responsibility: Getting Ready for School

Beginning Responsibility: Learning to Follow Instructions

Beginning Responsibility: Lunchroom Manners

Beginning Responsibility: Other People's Things

Beginning Responsibility: Rules at School

Beginning Responsibility: Taking Care of Things

Beginning Responsibility: Using Money Wisely

Coronet Films $65 (B&W) $135 (Color)

- - - - - - - - - - - - - -

The Lemonade Stand: What's Fair?: a values film on commitment, etc.

Encyclopedia Britannica $86 (B&W) $167 (Color)

- - - - - - - - - - - - - -

Understanding and Communications: communicate in many ways

From Start To Finish: focuses on classroom habits

Reading From Now On: encourages children to keep up with reading efforts

Newenhouse $125 (Color) $12.50 (Rental)

Agriculture:

Dairy Farm, The: shows life and duties on dairy farm

One Day On The Farm: some of the farmer's tasks

Coronet Films $65 (B&W) $135 (Color)

- - - - - - - - - - - - - -

Uncle Jim's Dairy Farm: life on a dairy farm; growth and nutrition

Association-Sterling Films free

Basic Economics:

Making The Things We Need: Division of Labor: different men do different tasks

Mike and Steve Visit the Shopping Center: effect of shopping centers on small business

Why Fathers Work: economic functions of the family as a com. unit

Encyclopedia Britannica $86 (B&W) $167 (Color)

Construction:

Building a House: various skills of workmen in main stages in house building

Encyclopedia Britannica $70 (B&W) $135 (Color)

6A

New House, The: Where It Comes From: materials needed and men on the job

Coronet Films $65 (B&W) $130 (Color)

Government (Public) Services:

The Mayor: describes the duties, the responsibilities

The Policeman: focuses on an accident investigation, duties

The Fireman: the work of firemen

Mailman: the varied responsibilities

The Bus Driver: shows safety procedures and terminal activities

City Bus Driver: preparations of a driver, skills and courtesy

Encyclopedia Britannica $70 (B&W) $135 (Color)

- - - - - - - - - - - - -

Helpers At Our School: the school faculty and staff

Helpers In Our Community: doctor, bus driver, and others

Helpers Who Come To Our House: the mailman, newspaper boy, other services

Helpful Little Fireman, The: a little boy assists firemen

Coronet Films $65 (B&W) $135 (Color)

Transportation:

The Truck Driver: trucking activities and skills

Encyclopedia Britannica $70 (B&W) $135 (Color)

Working With Food:

The Food Store: describes the work of clerks, butcher, and cashier

The Community Baker: the baker at work, and in process of making bread

Encyclopedia Britannica $60 (B&W) $120 (Color)

- - - - - - - - - - - - -

Where Does Our Meat Come From? livestock, processing and into homes

Where Does Our Food Come From?: food grown and people who bring it to homes

Coronet Films $65 (B&W) $130 (Color)

FILMSTRIPS:

Attitudes

Courtesy Series: school, home, public, play, visiting, at the table

Coronet Films sound version $45 silent captioned $37.50

- - - - - - - - - - - - -

Getting Along In School Series: being on time, doing things for yourself, etc.

Coronet Films, same price as above

- - - - - - - - - - - - -

Living and Working Together Series: basic problems of young children

Jam $31.50 (Color, no sound)

- - - - - - - - - - - - -

Money Lessons For Primary Grades: teaches the basic concept of thrift, also an excellent arithmetic lesson, available at VEC at $4.00 (B&W)

- - - - - - - - - - - - -

Let's Talk About: series of 10 film loops on responsibility and other basic attitudes, in color - $20 per loop, available from Universal Education and Visual Arts

- - - - - - - - - - - - -

The Neighborhood Community: 6 filmstrips dealing with concept of neighborhood

The City Community: 6 filmstrips showing diversity of city and services

The Town Community: same as above

The Town Community: 6 filmstrips showing rural living aspects

Guidance Stories: 6 filmstrips dealing with sharing and responsibility

Encyclopedia Britannica $36 (Color)

- - - - - - - - - - - - -

8A

The Lollipop Dragon: 6 filmstrips with records dealing with development of attitudes such as responsibility. Coloring books are available.

Developing Basic Values: 4 filmstrips with records dealing with respect, consideration and other attitudes

Learning To Live Together Series: 8 filmstrips with records encouraging understanding and respect for other people

Little Citizens Series: 6 filmstrips with records or tape cassettes dealing with the development of desirable characteristics such as sharing

Community Workers and Helpers: 8 filmstrips with records dealing with a behind-the-scenes visit to community workers and helpers

True Book Community Helpers: 6 filmstrips dealing with community workers

Singer Publishing Co. $7.00 per filmstrip

General Vocational Education:

Our Neighborhood Helpers: mailman, policeman, etc. How they help us

My Neighborhood: a neighborhood, changes, workers

Our Community: comparative view of three types of communities

Jam $32 (Color, no sound)

- - - - - - - - - - - - - -

Community Services: 6 filmstrips dealing with fire, police, post office, etc.

Encyclopedia Britannica $36 (Color)

- - - - - - - - - - - - - -

Workers For the Public Welfare: types of public workers, incl. police, fire, postal, and sanitation departments

Eye Gate House $48

- - - - - - - - - - - - - -

Let's Go Series: 6 filmstrips with record dealing with library, school, post office, firehouse, bank, police station

G. P. Putnam's Son $57

MULTI-MEDIA KITS:

Homes & Family Living: includes filmstrips, games and study prints dealing with how families live

Family and Community Life: families at work

Community Helpers: deals with local community helpers

Transportation: kinds of transportation and people who work in transportation

Food and Food Helpers: how we get our foods

Human Values: manners, citizenship and basic values

Each of the above kits includes filmstrips and recordings. Some have study prints and games.

Singer Price ranges from $78 - $117

POSTERS:

Community Helpers: 6 sets of 8 posters dealing with variety of occupations in community

Urban Life: 6 sets of 8 posters dealing with family, school, neighborhood, city

Black ABC's: 26 posters teach alphabet in "afro is for a" terms

Singer $1.00 per poster

- - - - - - - - - - - - - -

Community Helper Cards: 12 cards designed to stimulate a child's interest in his environment especially K-2 grades

Dennison & Co. $5.00

RECORDS:

The Child and His World: 6 albums of cassettes dealing with child development and attitudes

Singer $10.00 per album

- - - - - - - - - - - - - -

I Wish I Were

10A

Manners Can Be Fun

Manners At Play

Manners At School

The School Community

Educational Records Catalog

BOOKS
INTERMEDIATE

TITLE	CONTENT	GRADE	PRICE
Eye On the Sky	complete story of air traffic control	5-7	$4.95
McRae Smith Books			
- - - - - - - - - - - - - -			
Learning About Why We Must Choose	economic discussion	4-6	3.50
Advertising	complete study of advertising	5-7	3.75
The Emergency Room	duties of personnel	5-7	3.75
Read About Series	6 books about different public servants	3-6	3.75 @
Franklin Watts, Inc.			
- - - - - - - - - - - - - -			
Open Door Books	25 different stories and careers	5-12	.75 @
Children's Press			
- - - - - - - - - - - - - -			
Here Is Your Hobby Series	14 books on hobbies	4-8	3.29 @
E. M. Hale and Company			
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Behind the Scenes At An Airport	some information	3-6	3.23 @
Behind the Scenes Series: At the Library In Television At the Post Office		3-6	3.23 @

What Does A Librarian Do?		3-6	$3.23
What Does Series:		3-6	3.23 @

Airline Crew
Astronaut
Coast Guardsman
Congressman
Cowboy
Diver
Forest Ranger
Oceanographer
Parachutist
Peace Corps Volunteer
Photographer
Secret Agent
Senator
Test Pilot
U. N. soldier

Dodd, Mead & Co., Inc.

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The Lollypop Factory	trip through many factories	3-5	3.95

Doubleday & Company

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The Baker's Children	neighborhood bakery and work	4	4.76

Random House/Singer

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Andy Learns About Advertising	process of advertising	3-6	3.99
Art, The Telephone Man	career of telephone installer	4-8	4.99
Bruce Learns About Life Insurance	benefits of, information	4-6	3.99
Conrad, the Policeman	relates the training program	3-6	4.99
Danny Graham, Banker	explains training	3-6	3.00
Jeff Learns About the FBI	day-to-day operations	3-6	3.99
Larry Learns About Computers	description of, use of computers	3-6	3.99
Peter Enters the Jet Age	training program of a jet pilot	3-6	3.99
Ray Visits the Air Force	info. about academy	3-6	3.99

Richard Learns About Railroading	info. about RR industry	3-6	3.99
Ronald Learns About College Teaching	info. about requirements	3-6	3.99
Shelby Goes To Wall Street	info. on stock brokers and finance	3-6	3.99
Tim Learns About Mutual Funds	info. on operation and career	3-6	3.99

T. S. Denison & Company

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Then You Can Work Books	career opportunities in communications, education, health, transportation	5+	3.96
Urban Education Series	charts, and teachers' guide which encourages attitudes on worth of man	1-12	98.00
Rural Education Series	same as above from rural stand	1-12	98.00

John Day Books

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Fish and Wildlife	work of U. S. government service	5	3.29
Park Rangers	the work, thrills and equipment of park rangers	5	3.29
Soil Service	the work of the soil cons. service of U. S. Dept of Agriculture	5	3.29
Colby National Defense	25 books on men, training and work of different branches of service	5	82.25
Men At Work Books	occupations and industries of various regions of the U. S.	5	27.00

Industries of America Books	overviews of major America industries	6	16.00

G. P. Putnam's Sons

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Blanche Of the Blueberry Barrens	learns values	4-6	3.81
Firefighters the World Over	how 16 nations fight fire	4-6	3.96
Park Rangers and Game Wardens the World Over		4-6	3.96
Policemen the World Over	19 countries' police forces	4-6	3.96
Postmen the World Over	18 countries	4-6	3.36

Hastings House

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FILMS

ATTITUDES

Are Manners Important: good manners enable people to live together

Don't Be Afraid: certain fears are natural, certain can be outgrown

Encyclopedia Britannica $70 (B&W) $135 (Color)

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Courtesy At School: being courteous helps them enjoy work and play

Developing Responsibility: rewards compensate for responsibility

Everyday Courage and Common Sense: situational-courage in everyday life

Everyday Courtesy: forms of introductions, invitations and respect

Golden Rule, The: A Lesson For Beginners: visually interpreted for understanding

Learning From Disappointments: disappointments can be worthwhile and useful

Let's Play Fair: discussion about problems in fairness

People Are Different and Alike: people are alike in the important ways

Your Communications Skills: The Exchange of Ideas: responsibilities in communicating

Your Communications Skills: Speaking: select language, topic, etc.

Your Communications Skills: Listening: reality of really listening

Your Communications Skills: Writing: selection of words, appearance of message

Your Communications Skills: Reading: ability to adjust, relate, distinguish

Your Study Methods: learn value of planning, resource material, etc.

Coronet Films	$65 (B&W)	$130 (Color)

AGRICULTURE:

The Sheep Rancher: focuses on his work and life and problems

Our Changing Way Of Life: Cattleman: the old and the new and the people

Our Changing Way Of Life: Dairy Farmer: work and way of life

Our Changing Way Of Life: Cotton Farmer: work, mechanization

Corn Farmer: life and work of a family on a corn farm

The Wheat Farmer: life and work, struggles of farmer

The Truck Farmer: detailed picture of activities on a truck farm

Encyclopedia Britannica	$80 (B&W)	$160+ (Color)

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Life On a Cattle Ranch: chores and pleasures of raising and selling cattle

Life On a Sheep Ranch: seasonal activities (Colorado Mountains)

Story of Citrus Fruits: caring for, harvesting and shipping

Coronet Films	$65 (B&W)	$130 (Color)

16A

GENERAL VOCATIONAL:

Homer Starts To Work: after-school job as messenger boy teaches youth about problems of maturity and work experience

Teaching Film Custodians, Inc. $40 (B&W) for 5 years

GOVERNMENT (PUBLIC) SERVICES:

Canada's Royal Canadian Mounted Police: studies training and duties

Encyclopedia Britannica $100 (B&W)

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Fred Meets A Bank: services provided by various departments of banks

Coronet Films $81.25 (B&W) $162 (Color)

INDUSTRY:

The Industrial Worker: unskilled and skilled worker fear automation

Encyclopedia Britannica $102 (B&W) $200 (Color)

SCIENCE:

How A Scientist Works: a scientist demonstrates procedures, etc.

Encyclopedia Britannica $75 (B&W) $150 (Color)

FILMSTRIPS

ATTITUDES:

Learning To Study Series: basic points concerning study skills

Jam $29.75 (no sound)

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Planned Life, The: need for planning in everyday life

Why Do People Work: work can be enjoyable

VEC $4.00 (B&W)

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Foundations For Occupational Planning: 5 filmstrips covering such things as what is a job, what are job families, and what do you like to do.

SVE	$25

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Developing Your Personality: self-identification, dependability

Encyclopedia Britannica	$36

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Character Development: 6 filmstrips dealing with reliability, respect, helpfulness, etc.

Personality Development: 6 filmstrips dealing with friendliness, cooperation, courage, etc.

International Film Bureau	$36

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Guidance For Young People: 16 filmstrips on cheating, respect, reliability

Eye Gate House	$112 (sound)

AGRICULTURE:

What Is A Game Manager?: shows works of and needed education for managers

VEC	$4.00 (B&W)

GENERAL VOCATIONAL EDUCATION:

The World of Work Series: introduce importance of work, showing different occupations

Edu-Craft	$180 (color and sound)

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Working In U. S. Communities: 8 filmstrips with records, cassettes, and work games available dealing with economic activity in 18 different locations in the U. S.

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CARTOONS
POSTERS

ATTITUDES:

Work And Be Happy: posters giving values of work

Joe Kennedy Cartoons	8 posters for $3.50

KITS:

American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 44014

Their kits contain textbooks, charts, study guides and development forms and are available in the following areas:

Everywhere We Go	$26	4th grade
The People Around Us	$26	5th grade
Seeing Ourselves	$26	6th grade

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Random House Program for Elementary Guidance: contains 33 books and teacher's, includes books about attitudes

Random House/Singer	$112.54

SONGBOOKS:

TITLE	PUBLISHER
American Singer	
Growing With Music	Prentice Hall
Making Music On Your Own	Silver Burdett
Music For Young Americans	American Book Company
Music In Our Town	Silver Burdett
Music Around the Clock	Follett
Music Around the Town	Follett

TITLE	PUBLISHER
Music For the Very Young	American Book Company
Music Through the Year	Follett
New Music Horizons	Silver Burdett
This Is Music	Allyn/Bacon

BOOKS
JUNIOR HIGH

TITLE	CONTENTS	GRADE	PRICE
Sportswriter	requirements and demands of job	7-9	$3.50
Outposts Of Adventure	work of foreign service officer	6-8	3.50
People Who Make Movies	world of motion pictures	7-9	3.95
Doubleday & Company			
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Keeping Ahead Of Machines: The Human Side of Automation Revolution	must get along with machines and rethink about leisure as basis of self-respect	7-9	3.49
The Summer I Was Lost	character development of youth	6-9	2.65
John Day Books			
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Find A Career Series	aspects of auto mechanics educ. and railroading	7-8	9.61
G. P. Putman's Sons			
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Bold Beginning	first job on N. Y. travel magazine	7-9	3.50
Glory Be: The Career Of a Young Hair Stylist		7-9	3.48
Live Wire	boy strives to be radio control operator	7-9	3.45
Hastings House			
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Money, Jobs And Futures	careers after h. s. and college	7	3.95
Macrae Smith Books			
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Those Who Care	the "helping" profession	7-10	$5.95
Forward To Teach	designed to recruit and interest inspiration for those interested in elem. education	7-10	4.50
Hands That Help: Careers Connected With Medicine	descriptions	7-10	4.75
The Story Of Nursing	history of and changes	7-10	4.50

Little, Brown and Company

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The Professions and What They Do Books	9 books on professions	7-12	3.95

Franklin Watts, Inc.

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How To Be a Successful Teenager	helpful advice	7-12	3.95
How You Can Be a Better Student	helpful advice	7-12	3.95
Blueprint For Teenager Living	helpful advice	7-12	3.95
Part-time Jobs and Summer Jobs	emphasis on career jobs	7-12	2.50

Sterling Publishing

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World of Work Kit	vocational, fiction stories	7-12	1.95 @
Occupations and Careers	discussion of individual and world of work	7-12	5.97
Your Job and Your Future	disadvantaged urban student	7-12	1.88
What Job For Me? Series	non-college bound (fiction) 18 stories	7-12	.99 @

Webster Division/McGraw-Hill Book Company

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Open Door Books	25 different career books	7-12	$ .99 @

Children's Press

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Aircraft Carriers in Action	description	7-9	3.49
Coast Guard in Action	description	7-9	3.49
Helicopters in Action	description	7-9	3.49
Oceanographers in Action	description	7-9	3.49
Skin Divers in Action	description	7-9	3.49
The U. S. Border Patrol	describes work of	7-9	3.29
Find a Career in Auto Mechanics	demands of	7-9	3.49
Find a Career in Railroading	demands of	7-9	3.49
The Problem Solvers	describes work of those who direct research programs	7-9	3.00
Find a Career in Education	guide to teaching	7-9	2.63

G. P. Putnam's Sons

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KITS

Careers
Largo, Florida 33540
Junior Career Guidance Service $32/year

This contains briefs, summaries, job guides, professional reports, visual aids, indices, reprints and parental guidelines.

Desk Top Kit $99

This contains the above material as a starter set with one-year updating. Further updating can be done through Junior Career Guidance Service.

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Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

For a description of the kit see the listing under Senior High. In addition Senior High listings which may also be used for Junior High, the following additional materials are available:

Widening Occupational Roles Kit $149.50

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American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

Their kits contain textbooks, charts, study guides and development forms and are available in the following fields.

About Growing Up	$23
Being Teen-agers	$23
Our School Life.	$23

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Random House

Career-Wise Complete Program

92 vocational guidance books, profile sheets, teacher's guide, career pyramid, and wall chart. $324

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Finney Company

Their kits contain books, pamphlets, recommendations for movies in area covered.

Finding Your Job	$22.50
Occupational Guidance.	39.50
Help Yourself to a Job	39.50

TESTS/INFORMATION/INTEREST FORMS

The following books from SRA (see kits for address) contain tests and inventories as well as basic job information and are available in the following areas:

What Could I Be?	$3.00	Grades 3-6
Planning My Future	1.00	Grades 7-9
Junior Guidance Series Booklets. . .	13.25	Grades 6-9
Job Family Series Booklets	19.50	Grades 7-12

GAMES:

The Game of Market: students play consumers or sellers

Benefit Press

BOOKS
SENIOR HIGH

TITLE	CONTENT	GRADE	PRICE
Understanding Televisions	info. on opportunities and qualifications	8-12	$3.95
How to Get Into Show Business	a good guide	8-12	5.95
Writing for Television and Radio	practical elements	8-12	6.95
The Work of the Film Director	technical and creative	8-12	13.50
Hastings House			
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How to Find and Apply For a Job	basic information	8-12	1.64
You and Your Job	text and workbook on how to find jobs	8-12	1.96
South-Western Publishing Co.			
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Career Information Monographs	facts bout jobs	8-12	1.00 @
Modern Vocational Trends Reference Handbook		11+	17.50
Students' Guide to Occupational Opportunities and Their Lifetime Earnings		8+	12.50
Your Career Selection Guide	100 monographs	8+	3.95
Why and How to Prepare an Effective Job Resume		8+	9.00
The Teenage Employment Guide	part-time, summer jobs	8+	4.95
Specialized Resumes for Executives and Professionals Practical Guide to These Fields		9+	5.95

Selective Guide to Overseas Employment		10+	$6.95
Employment Opportunities for the Handicapped		9+	12.50
Where and How to Get Scholarships and Loans		8+	6.50

Reagents Publications Div. of Simon & Schuster

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Engineering As a Career Today	info about all forms	9+	3.75
Modern Career Women	18 biographical sketches	7-12	3.50
America's Silent Investigators	incl. job opportunities	9-12	3.75
Introduction to Mass Communications	incl. job opportunities	9-12	7.95
I, the Lawyer	advice to prospective lawyers	9-12	3.50
Your Career in the Wonderful World of Hotels and Motels		9-12	3.95
Modern Americans in Science and Technology	13 biographies	9-12	3.50
Women of Modern Science	biographical sketches	9-12	3.50

Dodd, Mead & Company

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Dutton Career Books Series	20 comprehensive books about different career opportunities	9-12	4.50 @

E. P. Dutton & Company

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Writing Fiction for Profit	basic info for would-be novelists	9-12	4.13
The Insiders' Guide to the Colleges	unusual reports on 100 colleges and universities	9-12	1.56

G. P. Putnam's Sons

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The Organization Man	study of life centered on corporations	9-12	1.75
Sense With Dollars	how to solve financial problems before they start	9-12	5.95

Doubleday & Company

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You and Today's Troubled World	guide for urban youth	7-12	3.95
Careers in the Legal Profession	qualifications and info	7-12	4.95
Your Career in the Aerospace Industry		7-12	4.95
Your Career in Parks and Recreation	over 100 occupations	7-12	4.95
A Guide to Professional Careers	description, outlook for college-bound	7-12	4.95
Your Career in Medicine		7-12	4.95
Your Career in Oceanology		7-12	4.95
Born to Teach (f)	career-romance for girls	7-12	4.95
A Calculating Miss (f)	realistic picture of business world	7-12	4.95
Your Career in Physical Therapy		7-12	4.95
The Space Age Sport	skydiving	7-12	4.95
Flight Nurse (f)	fictional novel	7-12	4.95
Nurse in Vietnam (f)	fictional novel	7-12	4.95
Your Career in Public Relations	fictional novel	7-12	4.95
Your Career If You're Not Going to College		7-12	4.95
Your Career in Advertising	fictional novel	7-12	4.95
Your Career in Chemistry	fictional novel	7-12	4.95
Your Career in Civil Service	fictional novel	7-12	3.95

Your Career in Computer Programing		7-12	$3.95
Your Career in Electronics	fictional novel	7-12	3.95
Your Career in Film Making	fictional novel	7-12	3.95
Your Career in Foreign Service	fictional novel	7-12	3.95
Your Career in Interior Design	fictional novel	7-12	3.95
Your Career in Journalism	fictional novel	7-12	3.95
Your Career in Law Enforcement	fictional novel	7-12	3.95
Your Career in Public Relations	fictional novel	7-12	3.95
Your Career in Selling	fictional novel	7-12	3.95
Your Career in Teaching	fictional novel	7-12	3.95
Your Career in Transportation	fictional novel	7-12	3.95
Your Career in TV and Radio	fictional novel	7-12	3.95
Your College Education--How to Pay for It		7-12	3.95
Your Handicap--Don't Let It Handicap You		7-12	3.95
Your Personality and You		7-12	3.95
Careers in Social Service		7-12	3.95
Girl Pilot (f)		7-12	3.95
Jet Stewardess (f)		7-12	3.95
Beth Donnis: Speech Therapist (f)		7-12	3.95
Overseas Teacher (f)		7-12	3.95
Beauty As a Career		7-12	3.95
Fashion As a Career		7-12	3.95
Stagestruck: Your Career in the Theatre		7-12	3.95
On the Job Training and Where to Get It		7-12	3.95

Disease Detectives: Your Career in Medical Research		7-12	$3.95
Engineer Unlimited: Your Career in Engineering		7-12	3.95
Nature's Guardians: Your Career in Conservation		7-12	3.95
Skyblazers: Your Career in Aviation		7-12	3.95
Careers in Biological Science		7-12	3.95
Wall Street Careers		7-12	3.95
Exciting Careers for Home Economists		7-12	3.95

Julian Messner Div. of Simon & Schuster, Inc.

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Careers for Tomorrow Series	introduction to 24 careers	9-12	4.30 @

Henry Z. Walck, Inc.

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Beauty, Brains and Glamour	magazine pub. career	8-12	4.00
A Career in Medical Research		8-12	4.00
Making Movies		8-12	4.00

World Publishing

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Aim High Series	educ. training	8-12	3.99 @
Aim for a Job in the Building Trades			
In Air-Conditioning and Refrigeration			
In Appliance Service			
In Automotive Service			

In Bakery Industry			
In Drafting			
As an Electronic Technician			
In Graphic Design/Art			
In a Hospital			
In Iron and Steel Industry			
In Pipe Trades			
In Restaurants and Roof Service			
In Textile Industry			
In Watchmaking			
In Welding			
Careers in Depth Series	requirements, satisfactions, opportunities	8-12	3.99 @
In Archaeology			
In Astronomy			
In Beauty Culture			
In a Changing World			
As a Dental Assistant			
In Denistry			
In the Electronic Computer Field			
As a Home Economist			
In Interior Design			
In Medical Technology			
As a Model			
As an Optician			
In Personnel Work			
In Railroading			

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In Veterinary Medicine

76 other Careers in Depth books

Richard Rosen Press, Inc.

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Vocational Guidance Manuals	over 30 books containing opportunities and info about a gamut of careers	8-12	3.75 @

Vocational Guidance Manuals

BOOKS
REMEDIAL

TITLE	CONTENT	INTEREST LEVEL	READING GRADE	PRICE
Austin of the Air Force	view of program	8-12	4	$3.50
Footlights for Jean	learns about theatre and herself	8-12	4	3.50
Gang Girl	more to life than being a gang member	8-12	4	3.50
Ginny Harris on Stage	overcomes shyness	8-12	4	3.50
Green Light for Sandy	potential dropout remains in school	8-12	4	3.50
High School Dropout	learns education is important	8-12	4	3.50
Nancy Kimball, Nurse's Aid	learns responsibility	8-12	4	3.50
Nat Dunlap: Jr. Medic	acceptance of discipline	8-12	4	3.50
Nurse in Training	deal with phases of training program	8-12	4	3.50

Doubleday & Company

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How to Hold Your Day	vocational guidance	5-12	2	8.00

John Day Company, Inc.

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Careers in Depth Series	large type edition contains opportunities, training	8-12		$3.99 @
Your Future In				
Own Business				
Direct Selling				
Elementary School Teaching				
Hotel Management				
Insurance				
Jobs Abroad				
Model				
Optometry				
Personnel Work				
Public Relations				
Retailing				
Nursery Industry				
Aim for a Job in		8-12		3.99 @
Automotive Service				
Hospital				

Richard Rosen Press, Inc.

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The Stage Is Set (f)	actress work, self-confidence	7-10	5	3.95
The Country Cousin (f)	fashion world	7-10	5	3.95
Ballerina on Skates (f)	ice shows	7-10	6	3.95
Stagestruck Secretary (f)	producer	7-10	6	3.95

William Morrow and Company

FILMS

AGRICULTURE

Careers in Agriculture: exploration of the careers available.

Coronet Films $81 (B&W) $162 (Color)

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Better Half of Farming, The: light-hearted look at today's farm wife; mentions duties; compares with previous farm wives and today's city wives.

Farming's Fabulous Future: traces development of agriculture, predicts future of farms

New Holland free films

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County Agent: describes the work of typical county agents

Your Career in Agriculture: shows variety of careers in agriculture besides farming

Texaco free films

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Farming Under Glass: shows greenhouse methods and marketing

Modern Talking Picture Service

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Four Star Farmers (1958-67): this series of films shows the work of four farmers during each year; show aspects of farming

Venard Film Distribution Service, C. L. Free Films

ATTITUDES

Getting into College: emphasis on intelligent and early planning

Homework: Studying on Your Own: developing proper study habits

How to Remember: rules for making memorizing easier

Odyssey of a Dropout: the hopelessness of life without meaning

Acting with Maturity: how you feel is as important as how you act

My Life to Live: search for self-identity

Right or Wrong: making moral decisions when presented with problems

Your Thrift Habits: Tony learns that thrift is the absense of waste

Aptitudes and Occupations: examine tests and their uses

Coronet Films $65 (B&W) $130 (Color)

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Belonging to the Group: acceptance is based on shared interests and respect for others

Getting Along with Parents: emphasized need for recognition, respect, and ability to compromise

Making Friends: points out ways people can make and keep friends

Should I Go to College: interview considers relevant issues

You Can Go a Long Way: advantages of education

Encyclopedia Britannica $100 (B&W) $150+(Color)

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To a Babysitter: a responsibility and preparation for future motherhood

So You Want to Be on the Team: emphasis on value of education as preparation

Newenhouse $12.50 (rental) $120 (Color)

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Into the World: truths and realities about college and education

Assoc-Sterling free films

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More Power for the Job: essential background required for college, vocational school, and on-the-job training, opportunities.

International Film Bureau

BUSINESS AND ECONOMICS

Competition in Business: explains the concepts underlying business competition
$81.25 (B&W) $162.50 (Color)

What Is a Contract?: clarifies the elements of contracts
$65 (B&W) $130 (Color)

Coronet Films

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Accounting: Basic Procedures: standard methods are explained and definitions are given
$65 (B&W) $130 (Color)

Typing Skills: Building Speed: requirements for improving typing speed

Typing Skills: Daily Job Techniques: a secretary learns how to be organized

Secretary, The: A Normal Day: learn about typical secretarial responsibilities
$65 (B&W) $130 (Color)

Do I Want to Be a Secretary: skills, duties, etc. of secretary
$65 (B&W) $130 (Color)

Coronet Films
63 East South Water Street
Chicago, Illinois 60601

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The Importance of Selling: describes role of selling, salesmen and duties of sales executive

Encyclopedia Britannica $135 (B&W)

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Credit and How It Shapes Our Lives: an economic concept which students can apply to their own lives

Newenhouse $125 (Color) $12.50 (Rental)

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Men of Account: a CPA's work and the demands of the job

Personal Financial Planning: importance of financial habits

Wise Use of Credit: what it is and attitudes toward credit

Show and Sell: an advertising agency produces a commercial

Association-Sterling Films Free film

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Take a Letter. . . From A to Z: what a secretary is, areas, and opportunities

McGraw-Hill $12.50 (rental) $100 (sales)

CONSTRUCTION WORK

Careers in the Building Trades: observation of the various aspects of construction work as well as interests and aptitudes

Coronet Films $65 (B&W) $130 (Color)

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Flooring Craftsman, The: tells about careers in this field; opportunities, rewards, answers questions about type of work

Armstrong Cork Company free films

EDUCATION

Teach Me: discovers rewards of motivating disadvantaged students outweigh problems--taken from Up the Down Staircase

Teaching Films Custodians, Inc. $1490 for 5 years in color

ELECTRONICS

So You Want to Be an Electronics Technician: training and working

Newenhouse $120 (Color) $12.50 (Rental)

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The Electronics Service Technical--Future Unlimited: demands, jobs available

Association-Sterling Films free film

FASHION INDUSTRY

This Way Up: men and women on the move toward creative and managerial positions in fashion world

Association-Sterling Films free film

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Creative World of Interior Design: shows training and actual work as a decorator

Modern Talking Picture Service free film

GENERAL VOCATIONAL EDUCATION

The following are a series dealing with each step of the search for a job. Each are approximately $90 for B&W and $180 for color, from Coronet Films.

Your Job: Finding the Right One

Your Job: Applying for It

Your Job: Fitting In

Your Job: You and Your Boss

Your Job: Good Work Habits

Your Job: Getting Ahead

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Getting a Job: explores variety of jobs available and how to apply

Planning Your Career: learning about yourself, vocations and interests

Encyclopedia Britannica $100 (B&W)

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The following color films show the world of work in general and are available through McGraw-Hill at $10 rental and $175 sale price.

Jobs in the World of Work: A Good Place to Be

Jobs for Men: Where Am I Going?

Jobs for Women: Where Are You Going, Virginia?

Jobs and Continuing Education: Ernie Rodriguez Hates School?

Jobs and Interviews: Getting Started

Jobs and Their Environment: On the Job

Jobs and Advancement: On the Move

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Executive Interview: shows interviewing techniques, related to personnel management at $40 (B&W) for 5 years

Teaching Films Custodians, Inc.

GOVERNMENT (PUBLIC) SERVICES

Canada's Royal Canadian Mounted Police: Studies the training program and officers performing their duties

Encyclopedia Britannica

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Man on the Beat: role of police force in community through life of city patrolman $120 (B&W) for 5 years

Star and Shield: social responsibilities of police officers $120 (B&W) for 5 years

Teaching Films Custodians, Inc.

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City Letter Carrier, The: presents the duties and responsibilities of postal worker

Post Office Department free films

MECHANICS

So You Want to Be a Tool and Die or Mold Maker: role, skills, and future

Newenhouse $120 (Color) $12 (Rental)

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Good Hand--Good Eye: to inform about careers in auto paint and body shop

Association-Sterling Films free film

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The Mechanic Supervisor: demands of the job and education requirements

The Machinist: demands of the job and education requirements

McGraw-Hill $10 (Rental) $120 (Sales)

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Occupation--Auto Mechanic: shows how to get started and what opportunities exist for young men in the automotive field

Modern Talking Picture Service free film

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Vehicle Maintenance Story, The: various job opportunities available to vehicle maintenance personnel in the Postal Service

Post Office Department free film

MEDICINE

The Visiting Nurse: demands of the job and education requirements

McGraw-Hill $10 (Rental) $135 (Sale)

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Cap: present highlights of training program

Matter of Life, A: need for public health nurse and her duties

Student Nurse: recruiting film for future nurses--training and social life

International Film Bureau $125 (Sale)

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Night Call: presents a typical 24-hour period in life of general practitioner

Teaching Films Custodians, Inc. $120 for 5 years

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Day of Judgment--Pharmacy Recruitment: shows various facets of career in pharmacy

Lilly and Co., Eli free film

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Horizons Unlimited: presents information on wide range of careers in medicine and related fields

Some Careers Are More Rewarding: shows girls working at para-medical jobs and rewards of this work

Veterinarian, The: shows activities of veterinarians and the training

Texaco, Inc. free film

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Bright Future: recruitment film for the Dental Hygiene profession

American Dental Association free film

MILITARY SERVICE

Your Stake in Tomorrow: training for jobs through U. S. Army

Association-Sterling Films free film

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Bright Future: women Marine officer-procurement film; show type of assignments available to the women officers

Marine Corps free film

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Stay in School and Graduate: stresses importance of having high school diploma; shows advantages offered by the Navy to an educated, trainable man

Department of the Navy free film

NEWSPAPER

One Nation Indivisible: Horace Greeley--Editor: double-duty film as it is an excellent history film as well as an insight into the role of an editor.

Teaching Films Custodians, Inc. $80 (B&W) for 5 years

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That the People Shall Know: six top journalists describe their careers; the challenges and the opportunities

Modern Talking Picture Service free film

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SCIENCE

The Marine Biologist: close-up view of scientists at work

You and the Aerospace Future: Canadian aviation industry and employment opportunities

Encyclopedia Britannica $160+ (Color)

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The Gift of Dr. Minot: re-enacts research of Nobel Prize winner in field of medicine $80 (B&W) for 5 years

Madame Curie: traces process of discovery of radium $80 (B&W) for 5 years

Yellow Jack: work for Dr. Reed in proving carrier of yellow fever; value of research $120 (B&W) for 5 years

Teaching Films Custodians, Inc.

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Career in Bacteriology, A: unlimited opportunities in field of bacteriology for college-bound students

Becton, Dickinson and Company free film

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Go Fission: nuclear careers film; answers questions about careers in atomic field

U. S. Atomic Energy Commission free film

TV, RADIO AND MOVIES, PHOTOGRAPHER

The Art Director: explains the work of the art director in production of movies

The Cinematographer: explains how a technician becomes a cameraman, demonstrates his work

The Costume Designer: shows work and qualifications of costume designer

The Screen Director: shows his work and qualification

The Screen Writer: stresses the importance of and qualifications for

The Soundman: traces history of sound in motion pictures

Teaching Films Custodians, Inc. $20 for 5 years

Cameras and Careers: a glimpse of the hundreds of other photographic careers available besides well-known portrait work

Eastman Kodak Co. free film

TRANSPORTATION WORKERS

Railroad Freight Workers: importance of each job to overall task

Railroad Passenger Workers: tasks of employees in passenger service

Railroad Shop Craft and Maintenance: shows various jobs needed in RR work

AFL-CIO available for rent

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Tomorrow's Careers: recruitment films on advantages for engineers in RR

Penn Central

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Your Life Work (Electrician): jobs available on RR in electronics

Your Life Work (Engineering): explains basic branches and subdivision of RR

Carl F. Mahnke (B&W)

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The Airline Stewardess: demands of the job and educational requirements

The Air Traffic Controller: demands of the job and educational requirements

McGraw-Hill $10 (Rental) $130 (Sales)

FILMSTRIPS

AGRICULTURE

What Is a Game Manager: shows work of and education for this position

Is Farming for Me?: to answer questions regarding farming as a career

VEC $4.00 (B&W)

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Forestry Aids: an introduction to conservation and the forester

Encyclopedia Britannica $22

ATTITUDES

Guidance Discussion Series: teen is not alone in growing up (no sound)

Living Right at Our Work: choice, attitude, counsel, outlook (sound)

How Shall We Live?: feelings about others, advice, talk it over (sound)

Jam $49

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Financial Planning for Young People: sensible attitude toward money

Your Guidance Service: humorous insight into problems and how guidance counseling can help

The Working Woman Today and Tomorrow: changing role of women, preparation for career

VEC $4.00 (B&W) $5.00 (Color)

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Failure: A Step Towards Growth: learning from failure is maturing

Dropping Out: Road to Nowhere: tells what dropouts can expect

Four Who Quit: problems of the dropouts

How to Succeed in High School. . . By Trying: adjustment to high school

You're More Than a Score: act, what, who receives results, uses

Freshman Year at College: help make adjustment

I Wish I'd Known That Before I Went to College: explores common pitfalls

When You Visit a College: to help youngsters compare and evaluate colleges

Should You Go to College: explores different opportunities available

Who Should Go to an Urban University?: jobs open to students who do well

The Cooperative Way to a College Education: case history on work-study programs

Getting into College If You're an Average Student: realistic opportunities available; avoiding pressures of "Ivy League"

Choosing a College: basic criteria for college selection

Who Should Go to a Community College?: programs, purposes, preparation

Who Should Go to a Liberal Arts College?: advantages and disadvantages

Guidance Associates $35 (Sound)

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It's Your Future: to motivate better study methods and awareness
$37 (Sound)

Studying for Success: study habits and techniques
$93 (Sound)

Eye Gate House

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Special Problems Series: conflicts of human relations in areas of alcohol, leisure time, delinquency, and prejudice. 4 filmstrips, records or cassettes

Life Issues Series: 8 filmstrips with records about what is life, choosing a career, what is committment

Study Skills for Today and Tomorrow: 6 captioned filmstrips designed to improve study habits

Singer $7.00 per filmstrip

BUSINESS AND ECONOMICS

Business Methods for Young People: budget keeping and check writing methods

VEC $4.00 (B&W)

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Distributive Education: Selling as a Career: set of 8 filmstrips for those who may choose a career in sales; entire field of marketing

Universal Education and Visual Arts $68 (Color)

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Salesmen and Saleswomen in Retail Stores: introduction to selling

Customer Service Occupations

Encyclopedia Britannica

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Office Workers: qualifications for and details of job

McGraw-Hill	$13.50

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A Collegiate Education in Business Administration: business opportunities and the college program

Guidance Associates	$35

CONSTRUCTION WORK

The following color filmloops provide an introduction to the career listed and are available at Encyclopedia Britannica.

Bricklayers

Carpenters

Cement Masons

Glaziers

Operating Engineers

Painters and Paperhangers

Plumbers and Pipefitters

Sheet Metal Workers

EDUCATION

Your Future in Elementary Education: qualities which make good teacher, demand for good teachers, programs and duties of

Guidance Association	$20

ELECTRONICS

The following are an introduction to the career listed and are available through Encyclopedia Britannica.

Assembly Occupations: Electronics

Machining Occupations: Electronics

Transmission and Distribution Occupations

Television and Radio Service Technicians

Appliance Servicemen

Electricians

Air-Conditioning and Refrigeration Mechanics

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ENGINEER

A College Education in Engineering and Applied Science: programs for, need for, opportunities of, duties of various engineering specialties

Your Future in Engineering Technology: two-year associate degree program, types of duties and opportunities

Careers in Materials Engineering: The Aerospace Age

Guidance Associates $20

FOOD WORKERS

The following provide an introduction to the career listed. They are color loops available from Encyclopedia Britannica.

Cooks and Chefs

Waiters and Waitresses

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GENERAL VOCATIONAL EDUCATION

Pathway to Your Future: programs available at University of Akron Community and Technical College; demand for those with technical degree (Sound)

Association-Sterling Films	free film

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Vocational Decisions: three filmstrips, an introduction to work, the world of work and counseling in vocational decision

QED	$27
SVE	$27

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High School Course Selection and Your Career: preparation and aptitudes

Preparing for the Jobs of the '70's: trends of job market and opportunities

Preparing for the World of Work: choice of vocations importance and highlights of five areas of vocational education

What You Should Know Before You Go to Work: positive work attitudes and practical advice on looking for a job

If You're Not Going to College: introduces realistic career possibilities and non-college training

Jobs for High School Students: experiences and abilities, reasons and possible job choices

Getting and Keeping Your First Job: making and keeping appointments, working with others, accepting criticism

Your Job Interview: preparing for and dangers of an interview

An Overview of Technical Education: describes jobs and gives information on technical training

Guidance Associates	$35

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Occupational Education Series: nine filmstrips to help slow learners contribute to society $73 (Sound)

Are You Looking Ahead: ten captioned filmstrips present job opportunities and qualifications $66

The Wonderful World of Work: Vocational Opportunities: in depth study of world of work $130 (sound)

The A. B. C.'s of Getting and Keeping a Job: designed for non-college bound $74 (Sound)

Eye Gate House

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Job Opportunities Now: six filmstrips with records or cassettes showing on-the-job photos and deals with non-college bound

Foundations for Occupational Planning: five captioned filmstrips to help students evaluate their own characteristics and relate to world of work

Vocational Decisions: three filmstrips with cassettes or records to show variety of vocational possibilities and emphasis on abilities, interests and training

Singer $7.00

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Careers in the World of Tomorrow: time to plan is now; importance of academic record

Audio Visual Associates free film

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Career That Counts: a good guidance material and describes work of comptometer operator

Victor Comptometer Corporation free film (Sound)

GOVERNMENT (PUBLIC) SERVICES

The Policeman's Career: need, qualifications, training for

VEC $4.00 (B&W)

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The following film loops provide an introduction to the career that is mentioned. All are in color from Encyclopedia Britannica.

Firefighter

Policemen and Policewomen

Mail Carriers

Postal Clerks

HOME ECONOMICS

Home Economics: An Expanding Career: jobs available in Home Economics (Sound)

Take a Good Look: careers for those with BS in Dietetics (Sound)

Association-Sterling Films free film

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A New Look at Home Economics Careers: opportunities and natures of different jobs available

A New Horizon: Careers in School Food Service: duties, programs, training

Guidance Associates $35

MECHANICS

The following color filmloops provide an introduction to the career listed and are available through Encyclopedia Britannica.

Automotive Body Repairment

Automobile Mechanics

Truck Mechanics and Bus Mechanics

Vending Machine Mechanics

All-Around Machinists

Welders, Oxygen and Arc Cutters

Gasoline Service Station Attendants

MEDICAL

So You Want to Be a Nurse: information about procedures and qualifications

Newenhouse $15 (Sound)

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The following color film loops provide an introduction to the career listed and are available from Encyclopedia Britannica.

Dental Hygenists

Dental Laboratory Technicians

Licensed Practical Nurses

Medical Laboratory Technologists

Registered Professional Nurses

Dispensing Opticians and Optical Laboratory Mechanics

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Hospital Workers: qualifications and details of job

McGraw-Hill $13.50

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Your Future in Nursing: describes three-year program, nursing fundamentals

The Collegiate Nursing Program: basic objectives, academic requirements expanding need for

Guidance Association $35

MILITARY SERVICE

Careers for Women in Armed Forces: unlimited opportunities for learning a career

VEC $4.00 (B&W)

RADIO, TV, AND NEWSPAPER

The Newspaper in America: set of six filmstrips covering reading of papers to the production and distribution of newspapers

Singer $49.50

TELEPHONE WORKERS

The following color filmloops provide an introduction to the career listed and are available through Encyclopedia Britannica.

Telephone Craftsmen

Linesmen and Cable Splicers

Telephone and PBX Installers and Repairmen

TV REPAIRMEN

TV Repairman: qualifications and details for job

McGraw-Hill $13.50

TRANSPORTATION WORKERS

The following color film loops provide an introduction to the career listed and are available from Encyclopedia Britannica.

Stewardesses

Airplane Mechanics

Over-the-Road Truckdrivers

Local Truckdrivers

Routemen

Local Transit Bus Drivers

TAPES

BEAUTICIANS

Your Future in Beauty Culture: job interview information

Guidance Associates $7.50

BUSINESS AND ECONOMICS

The following are vocational interviews with information on the job listed and are available at Guidance Associates at $7.50 each.

Your Future in a Drug Store

In Data Processing

In Selling

As a Bank Teller

As an Executive Secretary

As an Insurance Salesman

As a Bookkeeper

As a Real Estate Salesman

ELECTRONICS

The following are vocational interviews with information on the job listed and are available through Guidance Associates at $7.50 each.

Your Future as a TV and Radio Service Technician

As an Appliance Serviceman

In Electronics

FOOD WORKERS

Your Future in Wholcsale and Retail Baking: job interview

Guidance Associates $7.50

GENERAL VOCATIONAL

Choosing a Profession: 24 tapes dealing with 24 different careers urging students to work with guidance personnel

Creative Visuals $105

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What's It Like Series: 24 cassettes, interviews to help choose careers

John Colborn Associates, Inc. $148

GOVERNMENT (PUBLIC) SERVICES

The following are vocational interviews with information on the job listed and are available from Guidance Associates at $7.50 each.

Your Future in the Armed Forces

In the Internal Revenue Service

In the Postal Service

As a Fireman

As A Policeman/Policewoman

MECHANICS

The following are vocational interviews with information on the job listed and are available at Guidance Associates at $7.50 each.

Your Future as an Auto Mechanic

As an Automobile Body Repairman

As a Construction Machine Operator

As a Tool and Die Maker

As a Sheet-Metal Worker

As a Production Planner

As a Draftsman

As a Service Station Attendant

MEDICAL

The following are vocational interview tapes with information on the career listed and are available from Guidance Associates at $7.50 each.

Your Future as a Medical Laboratory Assistant

As a Dental Technician

As a Dispensing Optician

As a Licensed Practical Nurse

As an X-Ray Technician

NEWSPAPER

Your Future as a Newspaper Reporter: job interview information

Your Future as a Photographer: job interview information

Guidance Associates $7.50

TELEPHONE WORKERS

The following are vocational interviews with information on the job listed and are available through Guidance Associates at $7.50 each.

Your Future as a Telephone Operator and Supervisor

Your Future as a Telephone Installer and Repairman

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Service Representative, The: describes this job in the telephone industry and requirements of the job

Bell System Telephone Offices free film

TRANSPORTATION

The following are vocational interviews with information on the job listed and are available through Guidance Associates at $7.50 each.

Your Future as a Long Haul Truck Driver

Your Future as a Commercial Airlines Stewardess

Your Future in Surface Transportation (Bus)

MULTI-MEDIA SERIES

ATTITUDES

Viewpoints on American Labor: includes filmstrips, record, 4 booklets, problem cards and simulation game $100

The Color of Man: deals with prejudice, contains transparencies, map filmstrip, problem cards $74

Random House/Singer

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Despair Is a Dropout: set of nine at $2.95

Dropout City: eight pointed dropout cartoons at $2.50

Dropout B: set of nine at $2.25

Dropout A: set of nine at $2.25

Jon Kennedy Cartoons

GENERAL VOCATIONAL

Finding and Holding a Job: set of twelve transpariencies designed for non-college bound

The Best Career Choice: twelve transparencies a specific guide to choosing a career

Creative Visuals $60 each

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A Man's Work: set of 100 interviews with men talking about their different jobs; aimed at non-college bound male

McGraw-Hill $258.50

KITS

Desk-Top Kit $110
This kit contains 1000 items of summaries, or sketches to review career opportunities plus one year's subscription to the Senior Guidance which keeps the kit up to date

Senior Guidance Service. $35/year
Summaries, job guides, professional reports, visual aids, reprints and parental guidelines

Careers Kits . . . . $43/year and updated at $12.50/year
Semiskilled: briefs and summaries on semi- and unskilled jobs
Industrial: briefs, summaries, attitude posters on semi-skilled, skilled
Business: briefs, summaries, reprints, and posters for business careers
Science: for use in the field of science studies
Health: pamphlets on skilled, technical, and professional health worker
Exploratory: 450 job titles, briefs, summaries
Professional: college-bound student guide

Careers
Largo, Florida 33540

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Job Experience Kits . . . . collection of work-simulation experience in 20 occupations
Careers in Science and Math $40
Careers for High School Graduates $40
Careers for Women $40
Occupational Exploration Kit $99
College Occupational Exploration Kit $84

Career Information Kit $199
Each of the kits includes occupational brief, job family booklet, posters, and other guidelines.

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60601

TESTS/INFORMATION/INTEREST FORMS

The following books from SRA (see kits for address) contain tests and inventories as well as job descriptions and are available in the following areas:

You and Your Lifework: A Christian Choice for Youth	$4.00
Handbood of Job Facts	.4.50
Charting Your Job Future	.2.60
If You're Not Going to College	.2.80
Guidance Series Booklets	37.00
Job Family Series Booklets	19.50
Keys to Vocational Decisions	.5.75

PAMPHLETS

OCCUPATIONAL INFORMATION

Banking: A Career for Today and Tomorrow. This booklet provides information about career opportunities, education and training in the banking industry. Banking Education Committee, The American Banker's Association, 90 Park Avenue, New York, New York 10016. 1967. 24 pp. Free (Single copy)

Banking: A Career for Women. National Association of Bank-Women, Inc. Public Relations Office, 1221 South Brentwood Boulevard, St. Louis, Missouri 63117. 1967. 8 pp. Free. More than two-thirds of America's bankers are women. This booklet describes banking careers for women who have attained various levels of education and training.

Beth Donnis: Speech Therapist. Julian Messner, One West Thirty-ninth Street, New York, New York 10018. 1968. 190 pp. $3.50. Written for young readers, this book presents a fictional account of the life adventures and career experiences of a young speech therapist.

Careers in Jewish Education. B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, N. W., Washington, D. C. 20036. 1968. 15 pp. 35¢. This booklet provides information on career opportunities and specialties within the field of psychology.

Careers in Tax Work. Internal Revenue Service, U. S. Treasury Department, Washington, D. C. 20224. 1967. Un-numbered. Free. This booklet describes the tax field including job opportunities, educational and personal requirements and career satisfactions.

Coatings Industry, The: Creative Challenges in Management and Science. Paint Industry Education Bureau, 1500 Rhode Island Avenue, N. W., Washington, D. C. 20005. 1967. 18 pp. 50¢. The coatings industry includes manufacturers of paints, varnish, lacquer, etc. as well as manufacturers of more specialized chemical coatings. This booklet describes the variety of careers available in the industry--in science, sales and management.

College Union Careers. Association of College Unions-International, Williard Straight Hall, Cornell University, Ithaca, New York 14850. 1967. 4 pp. Free. This leaflet describes career opportunities for workers in various fields at college unions throughout the country.

Computopics. (Special issue March 1967) Association for Computing Machinery, 211 East Forty-third Street, New York, N. Y. 10017. 1967. 29 pp. 50¢. This special issue of Computopics presents an annotated bibliography of career information materials related to the field of electronic data processing.

Engineering: A Challenge. Engineer's Council for Professional Development, 345 East Forty-seventh Street, New York, New York 10017. 33 pp. 1967. 25¢. This illustrated booklet describes the scope and challenge of an engineer's work.

Entomology . . . An Exciting Scientific Career! Entomological Society of America, 4603 Calvert Road, College Park, Maryland 20740. 1967. Unnumbered. Free (Single copy). Describes various types of work that these scientists perform and gives information on educational preparation, career specialties, and occupational outlook.

Exciting Careers for Home Economists. Lila Spencer. Julian Messner, One West Thirty-ninth Street, New York, New York 10018. 1967. 192 pp. $3.64. This career information book presents a realistic picture of expanded vocational horizons for today's home economists.

Home Economics, Related Occupations: An Orientation Handbook for the Young Worker. The Interstate Printers & Publishers, Inc., **Danville, Illinois** 61832. 1967. 180 pp. $3.50. This book provides an introduction to vocational opportunities related to home economics for young people (Secondary school level).

Navy Nurse. Julian Messner, One West Thirty-ninth Street, New York, New York 10018. 1968. 191 pp. $3.50. This book presents a fictional account of the life and work of a young Navy Nurse.

Opportunities in a Forestry Career. (Revised Edition). Vocational Guidance Manuals, 235 East Forty-fifth Street, New York, New York 10017. 1967. 128 pp. $1.65. Careers and specialties in forestry are described in this book.

Opportunities in an Accounting Career. (Revised Edition). Vocational Guidance Manuals, 235 East Forty-fifth Street, New York, New York 10017. 1967. 144 pp. $1.65. The author describes various professional levels and specialties in accounting. Educational and personal requirements, job opportunities.

Public Accounting as a Career for You. National Society of Public Accountants, 1717 Pennsylvania Avenue, N. W., Washington, D. C. 20006. 1968. 8 pp. Free. The work, demands, opportunities, and challenges of public accounting careers are discussed.

Public Relations, Your Career in. Julian Messner, One West Thirty-ninth Street, New York, New York 10018. 1967. 192 pp. $3.64. This book surveys the role of public relations in a variety of work settings and describes career opportunities.

Rewarding Careers in a Dynamic Industry. Committee of the National Association of State Universities and Land Grant Colleges. Available from: Dean of the School of Agriculture at the Land Grant College or University in each state. 1967. Unnumbered. Free. Career opportunities in agriculture include research, education, manufacturing and processing, management and marketing, conservation, recreation and services.

Some Day I'll Be a Librarian. Hawthorne Books, Inc., 70 Fifth Avenue, New York, New York 10011. 1967. 79 pp. $3.75. Education requirements, general duties, specialties, and occupational outlook for librarians are described in this career book for young readers.

Wall Street Careers. Julian Messner, One West Thirty-ninth Street, New York, New York 10018. 1968. 189 pp. $3.64. The author presents an inside discussion of job opportunities and an analysis of the rewards, satisfactions, and disadvantages of a career in the financial world are described.

Watchmaking, Aim for a Job in. Richard Rosen Press, Inc., 29 East Twenty-first Street, New York, New York 10010. 1967. 126 pp. $3.78. This book discusses the history, work routine, training, and business aspects of watchmaking as a career.

Why Not Be an Engineer? U. S. Department of Labor, Women's Bureau, Washington, D. C. 20210. 1967. 8 pp. 5¢. This leaflet on career opportunities in engineering is particularly addressed to women. Emphasis is placed on the role, rewards, satisfactions, and challenges for women who choose a professional career in engineering.

Your Future in Food Technology: A Definitive Study of. Richard Rosen Press, Inc., 29 East Twenty-first Street, New York, New York 10010. 1967. 159 pp. $4.00. This book describes work and scope of the food technology industry.

Your Opportunity for a Professional Career in Jewish Communal Service. B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, N. W., Washington, D. C. 20036. 1968. Unnumbered. 35¢. This booklet discusses opportunities for professional workers in various areas of Jewish communal service.

Sources of Pamphlets	General Contents
The American Dietetic Association Publications Department 620 North Michigan Avenue Chicago, Illinois 60611	material about careers in the field of dietetics
Superintendent of Documents U. S. Government Printing Office Washington, D. C. 20402	
The Institute for Research 610 South Federal Street Chicago, Illinois 60605	monographs on various types of careers
The W. E. Upjohn Institute for Employment Research 1101 Seventeenth Street, N. W. Washington, D. C. 20036	material about employment opportunities, insurance
Vocational Biographies Sauk Centre, Minnesota 56378	gives information about qualifications, opportunities, etc. about a variety of careers
American Personnel and Guidance Association 1607 New Hampshire Avenue, N. W. Washington, D. C. 20009	variety of information

Sources of Pamphlets	General Contents
Universal Publishing and Distributing Corporation Vocational Guidance Manuals Division 235 East Forty-fifth Street New York, New York 10017	careers in oil
Trans World Airlines	
National Association of Mental Health	
American Dental Assistants Association	
American Hospital Association	
B'nai B'rith Vocational Service 1640 Rhode Island Avenue, N. W. Washington, D. C. 20036	
West Virginia Petroleum Association Suite 714 Allas Building Charleston, West Virginia 25301	

Publishers - Career Development Material--Films and Filmstrips

Academy Films
800 North Seward Street
Hollywood, California

American Can Company
100 Park Avenue
New York, New York

American Dairy Association
20 North Wacker Drive
Chicago, Illinois

American Forest Products
825 Mills Building
Washington, D. C.

American Petroleum Institute
1271 Avenue of the Americas
New York, New York

Association Films, Inc.
347 Madison Avenue
New York, New York 10017

Association of American Railroads
Transportation Building
Washington, D. C.

Audio-Visual Centers
Indiana University
Bloomington, Indiana 47401

Bailey Films, Inc.
6509 DeLongpre Avenue
Hollywood, California

Broadcasting & Film Commission
475 Riverside Drive
New York, New York

Children's Hospital
c/o American Hospital Association
840 Lake Shore Drive
Chicago, Illinois

Cathedral Films, Inc.
2921 West Alameda Avenue
Burbank, California 91505

Church Screen Productions
P. O. Box 5036
Nashville, Tennessee 37201

Churchill-Wexler Film Products
801 North Seward Street
Los Angeles, California

Coast Visual Education Company
5620 Hollywood Boulevard
Hollywood, California

Coronet Films
Coronet Building
Chicago, Illinois 60611

Curriculum Materials Corporation
1319 Vine Street
Philadelphia, Pennsylvania

Pat Dowling Pictures
1056 South Robertson Boulevard
Los Angeles, California

Eastman Kodak Company
343 State Street
Rochester, New York 14650

Educational Horizons
3015 Dolores Street
Los Angeles, California

Encyclopedia Britannica Films, Inc.
1150 Wilmette Avenue
Wilmette, Illinois 60091

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York

Farmers & Manufacturers Beet
Sugar Association
507 Second National Bank Building
Saginaw, Michigan

Fass-Levy Films
1320 Quebec Street
Denver, Colorado

Film Associates
11014 Santa Monica Boulevard
Los Angeles, California

Film Association of California
10521 Santa Monica Boulevard
Los Angeles, California

Films, Inc.
4420 Oakton Street
Skokie, Illinois

Film Originals
6536 Robertson Drive
Boise, Idaho

Ford Motor Company
3000 Schaefer Road
Dearborn, Michigan

Frith Films
1816 North Highland Avenue
Hollywood, California 90028

Grover Jennings Productions, Inc.
Box 303
Monterey, California

Guild Films, Inc.
460 Park Avenue
New York, New York

Harmon Foundations, Inc.
Division of Visual Equipment
140 Nassau Street
New York, New York 10038

Ideal Pictures, Inc.
58 East South Water Street
Chicago, Illinois 60601

International Film Bureau
332 Michigan Avenue
Chicago, Illinois 60604

International Visual Educational
Service, Inc.
310 South Racine Avenue
Chicago, Illinois

Max H. Jacobs Agency
Box 6093
Houston, Texas

Jam Handy Organization
2821 East Grand Boulevard
Detroit, Michigan 48211

Johnson Hunt Productions Film Center
1104 Fair Oaks Avenue
South Pasadena, California

Long Filmslide Service
7505 Faimount Avenue
El Cerrito, California 94532

McClintock Producers
Six Heathcote Road
Scarsdale, New York

McGraw-Hill Book Company
Text-Film Division
330 West Forty-second Street
New York, New York 10036

Michigan Bell Telephone Company
220 North Capitol Avenue
Lansing, Michigan

Modern Talking Picture Service, Inc.
Three East Fifty-fourth Street
New York, New York

National Film Board of Canada
680 Fifth Avenue
New York, New York 10036

National Film Board of Canada for
the Economics and Research Branch
Department of Labor
Ottawa, Ontario, Canada

Net Film Service
Indiana University
Bloomington, Indiana

Neubacher Productions
10609 Bradbury Road
Los Angeles, California

Organization of American States
Seventeenth Street and Constitution
Avenue, N. W.
Washington, D. C.

Science Research Associates
Film and Filmstrips Division
259 East Erie Street
Chicago, Illinois 60614

Stanley Bowmar Company, Inc.
12 Cleveland Street
Valhalla, New York

Sterling Educational Films
Six East Thirty-ninth Street
New York, New York

Sterling Movies, U. S. A., Inc.
43 West Sixty-first Street
New York, New York 10023

Swift & Company
115 West Jackson Boulevard
Chicago, Illinois

Teaching Film Custodian, Inc.
25 West Forty-third Street
New York, New York

Tompkins Films
Box 26611
Los Angeles, California

Union Pacific Railroad
Motion Picture Bureau
1416 Dodge Street
Omaha, Nebraska

United Bureau of Mines
C Street between Eighteenth and
Nineteenth Streets, N. W.
Washington, D. C.

United States Department of Agriculture
Fourteenth Street and Independence
Avenue, S. W.
Washington, D. C.

United States Department of Interior
C Street between Eighteenth and
Nineteenth Streets, N. W.
Washington, D. C.

United World Films
221 Park Avenue, South
New York, New York 10003

Visual Education Consultants, Inc.
2066 Helma Street
Madison, Wisconsin

Vocational Films
111 Euclid Avenue
Park Ridge, Illinois 60068

Publishers of Career Development Material--Books and Pamphlets

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New York, New York 10019

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11 Fifth Avenue
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Allyn and Bacon, Inc.
150 Tremont Street
Boston, Massachusetts 02111

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1201 Sixteenth Street, N. W.
Washington, D. C. 20036

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Publishers Building
Circle Pines, Minnesota 55014

American Library Press Publications
746 West Wennebago Street
Milwaukee, Wisconsin 53205

American Personnel and Guidance Assoc.
1607 New Hampshire Avenue, N. W.
Washington, D. C.

American School Counselor Association
1607 New Hampshire Avenue, N. W.
Washington, D. C. 20009

American Sociological Association
1755 Massachusetts Avenue, N. W.
Washington, D. C. 20009

American Vocational Assoc., Inc.
1025 Fifteenth Street, N. W.
Washington, D. C. 20005

American Psychological Association
1200 Seventeenth Street, N. W.
Washington, D. C. 20036

Arco Publishers
219 Park Avenue, South
New York, New York 10003

Army Times Publishing Company
2201 M Street, N. W.
Washington, D. C. 20037

Associated Publishers
Guidance Publications Center
355 State Street
Los Altos, California 94022

Association Press
70 Fifth Avenue
New York, New York 10011

Barron's Educational Series, Inc.
113 Crossways Park Drive
Woodbury, New York 11797

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P. O. Box 172
Cambridge, Massachusetts 02138

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1900 North Narragansett Avenue
Chicago, Illinois 60639

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933 Massachusetts Avenue
Cambridge, Massachusetts

B'nai B'rith Vocational Service
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Washington, D. C.

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Indianapolis, Indiana 46206

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Bruce, Martin M.
340 Oxford Road
New Rochelle, New York 10804

Bunting & Lyon, Inc.
238 North Main Street
Wallingford, Connecticut 06490

Burgess Publishing Company
426 South Sixth Street
Minneapolis, Minnesota 55415

Careers
P. O. Box 135
Largo, Florida 33540

The Center for Applied Research in
Education, Inc.
70 Fifth Avenue
New York, New York 10011

Children's Press, Inc.
1224 West Van Buren Street
Chicago, Illinois 60607

Chilton Company
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Washington Square
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Chronicle Guidance, Inc.
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New York, New York 10016

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211 Park Avenue, South
New York, New York

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New York, New York 10016

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321 Fifth Avenue, South
Minneapolis, Minnesota 55415

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Homewood, Illinois 60430

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New York, New York 10017

E. P. Dutton & Company
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New York, New York

Educational Research Corporation
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Cambridge, Massachusetts 02133

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Chicago, Illinois 60602

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Grand Rapids, Michigan

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Chicago, Illinois 60607

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Ontario College of Education
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Toronto, Ontario, Canada

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Eau Claire, Wisconsin 54701

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Eight West Thirteenth Street
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383 Madison Avenue
New York, New York 10017

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The Institute for Research
537 South Dearborn Street
Chicago, Illinois 60605

International Publishers
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New York, New York

The Bureau of Educational Research
and Service
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Iowa City, Iowa 52240

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New York, New York 10022

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Memlo Park
California

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Philadelphia, Pennsylvania 19105

Little, Brown and Company
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New York, New York 10016

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New York, New York 10017

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McGraw-Hill, Inc.
P. O. Box 402
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David McKay Company, Inc.
750 Third Avenue
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McKnight & McKnight Publishing Co.
U. S. Route 66 at Towanda Avenue
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Melmont Publishers
310 South Racine Avenue
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1716 Locust Street
Des Moines, Iowa 50303

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1300 Alum Creek Drive
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425 Park Avenue, South
New York, New York 10016

National Association of Trade and Technical Schools
1601 Eighteenth Street, N. W.
Washington, D. C. 20009

National Committee for Children and Youth
1145 Nineteenth Street, N. W.
Washington, D. C. 20036

National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

National Vocational Guidance Association
1607 New Hampshire Avenue, N. W.
Washington, D. C. 20009

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P. O. Box 1464
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New York, New York 10003

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Columbus
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Personnel Services, Inc.
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Jaffrey, New Hampshire 03452

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Ann Arbor, Michigan 48107

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Research Publishing Company
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Richard Rosen Press, Inc.
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Glenview, Illinois 60025

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New York, New York

Charles Scribner's Sons
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New York, New York

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New York, New York 10020

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New York, New York 10003

Stanford University Press
Stanford
California 94305

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New York, New York

C. H. Stoelting Company
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Chicago, Illinois 60624

Syracuse University Press
Box 87
University Station
Syracuse, New York 13210

South-Western Publishing Company
5101 Madison Road
Cincinnatti, Ohio 45227

Teachers College Press
Teachers College
Columbia University
525 West 120th Street
New York, New York 10027

Charles C. Thomas, Publisher
301-327 East Lawrence Avenue
Springfield, Illinois 62703

Time, Inc.
Time and Life Building
Rockerfeller Center
New York, New York 10020

The United Educators, Inc.
Educational Center
801 Greenbay Road
Lake Bluff, Illinois 60044

University of Chicago Press
5750 Ellis Avenue
Chicago, Illinois 60637

University of Michigan Press
615 East University
Ann Arbor, Michigan 48106

University of North Carolina Press
Box 510
Chapel Hill, North Carolina 27514

W. E. Upjohn Institute for
Employment Research
300 South Westnedge Avenue
Kalamazoo, Michigan 49007

Vantage Press, Inc.
120 West Thirty-first Street
New York, New York

The Viking Press, Inc.
625 Madison Avenue
New York, New York 10022

Vocational Guidance Manuals
235 East Forty-fifth Street
New York, New York 10017

Wadsworth Publishing, Inc.
10 Davis Drive
Belmont, California 94002

Henry A. Walck, Inc.
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New York, New York 10003

Franklin Watts, Inc.
575 Lexington Avenue
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Westminister Press
Witherspoon Building
Philadelphia, Pennsylvania 19107

Albert Whitman & Co.
Chicago
Illinois

John Wiley & Sons, Inc.
605 Third Avenue
New York, New York 10016

The H. W. Wilson Co.
950 University Avenue
Bronx, New York 10452

World Publishing Company
2231 West 110th Street
Cleveland, Ohio

World Trade Academy Press
50 East Forty-second Street
New York, New York 10017

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Publishers of Career Development Material listed by specific occupation

Accountants

American Institute of Certified
Public Accountants
666 Fifth Avenue
New York, New York 10022

Actors and Artists

Associated Actors & Artistes
of America
226 West Forty-seventh Street
New York, New York 10036

Actuaries

Society of Actuaries
208 South LaSalle Street
Chicago, Illinois 60604

Advertising

American Association of
Advertising Agencies
200 Park Avenue
New York, New York 10017

Advertising Workers

Advertising Federation of America
665 Madison Avenue
New York, New York 10021

Air Craft Industries

Aerospace Industries Association of
America
1725 DeSales Street, N. W.
Washington, D. C. 20036

Air Force

Air Force Aid Society
National Headquarters
Washington, D. C. 20333

Airline Workers

Air Transport Association of America
1000 Connecticut Avenue
Washington, D. C. 20036

Airline Workers

Air Transport Association of America
1000 Connecticut Avenue
Washington, D. C. 20036

Airline Employment

United Air Lines
P. O. Box 8800
Chicago, Illinois 60666

Architects

American Institute of Architects
1735 New York Avenue, N. W.
Washington, D. C. 20036

Astronomers

American Astronomical Society
211 Fitz Randolph Road
Princeton, New Jersey 08540

American Astronomical Society
516 Fifth Avenue
New York, New York 10036

Auctioneers

American Society of Auctioneers
5326 Conde Street
St. Louis, Missouri 63107

Bakers

American Bakers Association
20 North Wacker Drive
Chicago, Illinois 60606

Bankers

American Bankers Association
12 East Thirty-sixth Street
New York, New York 10036

Barbers & Beauty Operators

Associated Master Barbers and
Beauticians of America
537 South Dearborn Street
Chicago, Illinois 60605

Bricklayers

Structural Clay Products Institute
1520 Eighteenth Street, N. W.
Washington, D. C. 20036

Broadcasters

National Association of Broadcasters
1771 N Street, N. W.
Washington, D. C. 20036

National Broadcasting Company
30 Rockefeller Plaza
New York, New York 10020

Building Trades

AFL & CIO Building & Construction
Trades Department
815 Sixteenth Street, N. W.
Washington, D. C. 20006

Chamber of Commerce

Chamber of Commerce of the United
States
1615 H Street
Washington, D. C. 20006

Chemists

American Chemical Society
1155 Sixteenth Street, N. W.
Washington, D. C. 20036

Chemists (Biological)

American Society of Biological
Chemists, Inc.
9650 Rockville Pike
Bethesda, Maryland 20014

Chiropodists or Podiatrists

American Association of Podiatrists
3301 Sixteenth Street, N. W.
Washington, D. C. 20010

Chiropractors

International Chiropractors Association
741 Brady Street
Davenport, Louisiana 52800

Church Vocations

Inteagency Committee on Church
Vocations
222 South Downey Avenue
Indianapolis, Indiana 46207

Coal Mining

National Coal Association
1130 Seventeenth Street, N. W.
Washington, D. C. 20036

Compositors

Printing Industry of America, Inc.
20 Chevy Chase Circle, N. W.
Washington, D. C. 20015

Decorators

American Institute of Decorators
673 Fifth Avenue
New York, New York 10022

Dental Hygienists

American Dental Hygenists Association
410 First National Bank Building
La Porte, Indiana 46350

Dental School

American Association of Dental
Schools
211 East Chicago Avenue
Chicago, Illinois 60611

Dental Technicians

National Association, Dental
Laboratories
201 Mills Building
Washington, D. C. 20006

Dentists

American Dental Association
222 East Superior Street
Chicago, Illinois 60611

Dieticians

American Dietetic Association
620 North Michigan Avenue
Chicago, Illinois 60611

Electric

General Electric Company
Educational Relations
Schenectedy, New York 12301

Electrical Workers

International Brotherhood of
Electrical Workers
1200 Fifteenth Street, N. W.
Washington, D. C. 20005

Engineers, Aeronautical

American Institute of Aeronautical
Astronautics
Two East Sixty-fourth Street
New York, New York 10021

Engineers, Agricultural

American Society of Agricultural
Engineers
420 Main Street
St. Joseph, Michigan 49085

Engineers, Ceramic

American Ceramic Society
4055 North High Street
Columbus, Ohio 43214

Engineers, Chemical

American Institute of Chemical
Engineers
345 East Forty-seventh Street
New York, New York 10017

Engineers, Civil

American Society of Civil
Engineers
345 East Forty-seventh Street
New York, New York 10017

Engineers, Electrical

American Institute of Electrical
Engineers
345 East Forty-seventh Street
New York, New York 10017

Engineers, Industrial

American Institute of Industrial
Engineers
345 East Forty-seventh Street
New York, New York 10017

Engineers, Mechanical

American Society of Mechanical
Engineers
345 East Forty-seventh Street
New York, New York 10017

Engineers, Mining, Metallurgical and Petroleum

American Institute of Mining,
Metallurgical & Petroleum Engineers
345 East Forty-seventh Street
New York, New York 10017

Engineers, Radio

Institute of Radio Engineers
One East Seventy-ninth Street
New York, New York 10021

Farmers

U. S. Department of Agriculture
Washington, D. C. 20250

Florists

Society of America Florists
Sheraton Park Hotel
Washington, D. C. 20008

Foresters

Society of American Foresters
704 Nineteenth Street, N. W.
Washington, D. C. 20008

Forge Shop Workers

Drop Forging Association
55 Public Square
Cleveland, Ohio 44113

Funeral Directors & Embalmers

National Funeral Directors Association
135 West Wells Street
Milwaukee, Wisconsin 53203

General Mills

General Mills
Minneapolis, Minnesota 55440

Geographers

Association of American Geographers
1785 Massachusetts Avenue, N. W.
Washington, D. C. 20036

Geologists

American Geological Institute
2101 Constitution Avenue, N. W.
Washington, D. C. 20037

Hairdressers & Cosmetologists

National Hairdressers and Cosmetologists Association
175 Fifth Avenue
New York, New York 10010

Home Economists

American Home Economics Association
1600 Twentieth Street, N. W.
Washington, D. C. 20009

Hotel Workers

American Hotel Association
221 West Fifty-seventh Street
New York, New York 10019

Hotel and Motel

American Hotel & Motel Association
221 West Fifty-seventh Street
New York, New York 10019

Industry

National Industrial Conference Board
845 Third Avenue
New York, New York 10022

Insurance

Insurance Information Institute
110 William Street
New York, New York 10010

New York Life Insurance Company
Career Information Service
51 Madison Avenue
New York, New York 10010

Insurance Agents

National Association of Insurance Agents
96 Fulton Street
New York, New York 10038

Iron or Steel Workers

American Iron & Steel Institute
150 East Forty-second Street
New York, New York 10017

Jewelers & Jewelry Repairman

Retail Jewelers of America
711 Fourteenth Street, N. W.
Washington, D. C. 20005

Laundry Workers

National Institute of Dry Cleaning
Silver Spring
Maryland 20907

Lawyers

American Bar Association
1155 East Sixtieth Street
Chicago, Illinois 60637

Librarians

American Library Association
50 East Huron Street
Chicago, Illinois 60611

Machinists, All Around

International Association of
Machinists
1300 Connecticut Avenue
Washington, D. C. 20036

Manufacturing

National Association of Manufacturers
Two East Forty-eighth Street
New York, New York 10022

Manufacturing (Automobile)

Automobile Manufacturers Association
320 New Center Building
Detroit, Michigan 48202

General Motors Education Department
Detroit
Michigan 48202

Ford Motor Company
American Road
Dearborn, Michigan 48121

Manufacturing (Machinery)

Allis-Chalmers Manufacturing Company
Public Relations Division
Milwaukee, Wisconsin 53201

Mathematicians

Mathematical Association of America
University of Buffalo
Buffalo, New York 14214

Meat Packers

American Meat Institute
59 East Van Buren Street
Chicago, Illinois 60605

Mechanics, Refrigeration and Air-Conditioning

United Association of Journeymen
Apprentices of Plumbing and Pipe
Fitting Industries
901 Massachusetts Avenue
Washington, D. C. 20001

Medical, Laboratory Technicians

Registry of Medical Technologists
American Society of Chemical Pathologists
P. O. Box 44
Muncie, Indiana 47344

Medical Record Librarians

American Association of Medical
Record Librarians
510 North Dearborn Street
Chicago, Illinois 60611

Medical X-Ray Technicians

American Society X-Ray Technicians
537 South Main Street
Fon DuLac, Wisconsin 54935

Meteorologists

American Meteorological Society
Three Joy Street
Boston, Massachusetts 02108

Microbiologists or Bacteriologists

Society of American Bacteriologists
19875 Mack Avenue
Detroit, Michigan 48236

Musicians

American Federation of Musicians
425 Park Avenue
New York, New York 10022

Nurses, Practical

National Association for Practical
Nurse Education and Service, Inc.
535 Fifth Avenue
New York, New York 10017

Nurses, Registered

National League for Nursing, Inc.
10 Columbus Circle
New York, New York 10019

Nursing

American Nurses Association
10 Columbus Circle
New York, New York 10019

Occupational Therapists

American Occupational Therapy Association
250 West Fifty-seventh Street
New York, New York 10019

Opticians

Guild of Prescription Opticians of America
494 Broad Street
Newark, New Jersey 07102

Optometrists

American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

Osteopathic Physicians

American Osteopathic Association
212 Ohio Street
Chicago, Illinois 60611

Painters and Paperhangers

Brotherhood of Painters, Decorators and Paperhangers of America
217-219 North Sixth Street
Lafayette, Indiana 47901

Petroleum Workers

American Petroleum Institute
630 Fifth Avenue
New York, New York 10020

American Petroleum Institute
1271 Avenue of the Americas
New York, New York

Phillips Petroleum Company
Barlesville
Oklahoma 74004

Petroleum Workers--continued

Shell Oil Company
50 West Fiftieth Street
New York, New York 10020

Standard Oil Company (N. J.)
30 Rockefeller Plaza
New York, New York 10020

Pharmacists

American Pharmaceutical Association
2215 Constitution Avenue
Washington, D. C. 20037

Photographers

Professional Photographers of America
151 West Wisconsin Avenue
Milwaukee, Wisconsin 53203

Physical Therapists

American Physical Therapy Association
1790 Broadway
New York, New York 10019

Physicians

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

Physicists

American Institute of Physics
335 East Forty-fifth Street
New York, New York 10017

Plastics Workers

Society of the Plastics Industry
250 Park Avenue
New York, New York 10017

Plumbers & Pipe Fitters

United Association of Journeymen Apprentices of Plumbing & Pipe Fitting Industries
901 Massachusetts Avenue
Washington, D. C. 20001

Psychologists

American Psychological Association
1333 Sixteenth Street, N. W.
Washington, D. C. 20036

Railroad Workers

Association of American Railroads
Transportation Building
Washington, D. C. 20036

Real Estate Salesman

National Association of Real Estate
Boards
36 South Wabash Avenue
Chicago, Illinois 60603

Recreation Workers

National Recreation Association
Eight West Eighth Street
New York, New York 10016

Restaurant Workers

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60610

Retail Grocers

National Association of Retail
Grocers
360 North Michigan Avenue
Chicago, Illinois 60601

Secretaries

National Secretaries Association
1103 Grand Avenue
Kansas City, Missouri 64106

Social Workers

National Association of Social
Workers, Inc.
95 Madison Avenue
New York, New York 10010

Social Workers--continued

National Commission for Social Work
Careers
345 East Forty-sixth Street
New York, New York 10017

Speech Therapists

American Speech & Hearing Association
1001 Connecticut Avenue
Washington, D. C. 20036

Teachers (College, University,
Secondary, Elementary)

National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Traffic & Transportation

American Society of Traffic and
Transportation
22 West Madison Street
Room 404
Chicago, Illinois 60602

Truckers

American Trucking Association
1616 P Street, N. W.
Washington, D. C. 20036

Veterinarians

American Veterinary Medical
Association
600 South Michigan Avenue
Chicago, Illinois 60605

Welders

American Welding Society
345 Forty-seventh Street
New York, New York 10017

Appendix B

Establishing a Placement Service

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WHY HAVE A PLACEMENT SERVICE?

Placement becomes important to many high school students as they near the end of their high school years. At this time, students become concerned with their long-range goals either in the form of vocational opportunities or in further education. If school personnel desires to assist the student in attaining efficient placement for maximum personal satisfaction, they must do more than provide an incidental service. An inadequate placement service may result in student and parental disappointment. This in turn may have an adverse affect upon public relations (Isaccson, 1966). The simplest way to prevent this is to establish a good placement service for your students.

Perhaps you are asking, "Can I justify a placement service?" The best way to determine this is to look at the results you are obtaining without the service. To do this, you need only take a survey of your high school graduates and drop-outs over the past five years, find out how many are employed, how many are successful in their job, and how many are happy. If your figures indicate that many students do not meet all three of these criteria--then you probably need a placement service.

There are at least five reasons why making a career choice is important:

1. The choice of an occupation may determine whether one will be employed or not. (The history of the job will tell whether it is a relatively stable occupation or not.)
2. The choice of an occupation may determine success or failure. (It is desirable to choose an occupation which utilizes a person's strong points and does not frequently use his weak points. A job description will aid you in determining this.)

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3. The choice of an occupation may determine whether one will enjoy or detest his job. (Why should one choose a job which he will dislike because of the demands which the job will make upon him? Here again, a complete job description will provide the duties of the job.)
4. The choice of an occupation affects the family life. (It will determine where the family lives, how often they move, and whether he will get to spend much time with the family. Here again, a job description will answer these questions.)
5. The choice of an occupation actually affects how society will be utilizing its manpower. (If the student is unaware of existing job vacancies and trends for the future, he may get in a field in which there is an excess of people for the amount of openings.) (Hoppock, 1963)

Facts about the jobs are essential to making meaningful choices. You as a teacher and as part of the placement service team can help the students learn these facts.

WHO SHOULD PROVIDE THE PLACEMENT SERVICE FOR YOUR SCHOOL

If your school has a full-time school guidance counselor, he may be the logical person to take charge of the placement service. If you do not have a counselor, any teacher may take charge of a committee which has the responsibility for providing placement services. The committee should be composed of several teachers perhaps including teachers of vocationally oriented subjects. This committee should be large enough so that all of the work does not fall on a few teachers. You may find that either a standing committee or a rotating committee works best for your school.

Although the committee should aim to follow the comprehensive placement program listed in this section, there is no reason to duplicate services which are already being provided by some other agency in your community. If you are fortunate enough to live in a fairly large town, there will probably be a State Employment Service office in your area. Most employment service offices provide a full range of services which you might want to take advantage of. Consult your local office to find out which of the following services they provide and then cooperate with them to work out a plan whereby there is minimal duplication of effort. For example, if they keep a list of the job vacancies in your area, perhaps you can use their listing rather than compiling your own, or you can duplicate a copy of their list for your students to consult. Or, if your employment service provides a Neighborhood Youth Corps, your students could perhaps take advantage of this service instead of your school duplicating the effort.

A list of the services provided by most Employment Service Offices is for your convenience.

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In addition to becoming familiar with the Employment Service facilities, your committee should become familiar with national, state, and local child labor laws so that you will be able to comply with these regulations and provide suitable employment for those who desire it. A brief synopsis of the federal and state law has been provided here.

1. At 16 years of age, young people may be employed in any occupation other than a nonagricultural occupation declared hazardous by the Secretary of Labor. (An example of hazardous occupations are those connected with mining, those working around explosives, and most jobs around a saw mill.) If not contrary to State or local law, young people of this age may be employed during school hours, for any number of hours, and during any periods of time.
2. According to West Virginia State Laws and Federal law, 14 and 15 year old minors may not be employed:
   a. during school hours
   b. before 5 a.m. and after 8 p.m.
   c. more than 8 hours a day--on nonschool days
   d. more than 40 hours a week--in nonschool weeks
3. Generally 14 and 15 year olds may be employed in retail, food service, and gasoline service establishments in jobs such as clerical, cashiering, selling, shelving, bagging, errand and delivery work by foot, bicycle or public transportation, and kitchen work.
4. A work permit is necessary for employment of any 14 or 15 year olds and any young people still in school. These may be obtained from the superintendent of your county school.

For more detailed regulations concerning these occupations which 16 year old youths may be employed in, write to the West Virginia Department of Labor for a copy of the West Virginia Child Labor Law and Regulations. For local ordinances which may affect employment of minors, consult your city government.

ASSISTING STUDENTS IN ATTAINING THEIR GOALS THROUGH PLACEMENT

If you are planning to help a student obtain employment, gain admission to college, or to enroll in a vocational-technological school, there are certain features of placement which are common to all students.

1. If a file is not already compiled for each student by the time he is in seventh grade, one should be started. The files should contain such information as his age, parents' name and occupation, scholastic record, attendance record, any health problems, test results, any special information about that student.
2. In addition to this information, the student should be talked with and helped to discover his long-range goals and/or areas of interest. The Ohio Vocational Interest Scale which can be administered in the junior high can assist you in helping the student discover his interests. The student should also be assisted in discovering his basic and special abilities. There are several tests which can be ordered from the publisher and administered either by the teacher, counselor, or employment service personnel which will assist in this matter. Some of these are Strong, General Aptitude Test Battery, and Minnesota Vocational Interest Inventory.
3. The student should then be assisted in selecting his course of study which will meet his needs and prepare him for the expressed vocation. At the same time, these courses should prepare him for an alternate vocation in case his first choice is later determined to be unrealistic.

4. The school placement program should provide a reading room with information about various college programs, occupational information, and training programs available. Some of this information is discussed further under the appropriate sections.
5. Movies, filmstrips, and pamphlets about various jobs are excellent means of assisting the student in making his choice about his future vocational plans. Some of these are listed in the earlier section of this guide.
6. Groups of students who have the same or similar interests can be organized into groups. These groups can have discussion sessions, invite speakers in, or take tours of occupational facilities in which they are interested.

PLACEMENT IN INSTITUTIONS OF FURTHER EDUCATION

Those students who indicate a desire to go to college should be assisted in selecting their curriculum so that they will meet college entrance requirements. In addition to that, the student should be assisted in selecting the college or school which will meet his needs. Some methods of doing this are listed here.

1. Obtain and circulate information on college scholarships and loan programs or other educational contests which provide financial aids.
2. Obtain and circulate information on the different college admission testing programs. (Most colleges require the SCAT or SAT.)
3. Provide college bulletins for the students to read. Help interpret these to the students as many of the bulletins are quite difficult to read.
4. Process college applications and scholarship applications. Write letters of recommendation, and obtain any other information which the college of a student's choice may require.
5. Work with local groups to set up or award scholarships or loans.
6. Have parent-student conferences to help the student select a college which will meet his needs and be financially possible for him to attend.
7. Have a College Day in which the various college representatives visit the school to inform the students of what their college offers. Make the most of this by assisting the students to decide what information they would like to know, and have follow-up discussions. Parents should be invited to attend. Most schools have the College Day early in the junior year since most colleges require applications

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to be submitted either in the latter part of the junior year or the first semester of the senior year.

8. Plan and conduct visits to local colleges so that the student can become familiar with the college campus.
9. Several colleges provide an orientation program for incoming freshman, but if the one in which your students are interested does not--it would be advisable to make an extra trip to the campus so that the student can become acquainted with his advisor, select his dormitory (where possible) and perhaps select his tentative schedule of courses.

PLACEMENT FOR THOSE STUDENTS WHO DESIRE OR NEED TO WORK WHILE STILL IN SCHOOL

1. Conduct a survey of local businesses and occupations to find out which ones are willing to provide employment for students.
2. If no employment service is in your area, ask the businesses to provide you with application blanks, descriptions of the job, and requirements of the job as it becomes available. It might be a good idea to keep these filed in a cross-reference file according to the type of job and the age or other requirements needed to fulfill this job.
3. Make the initial contact for the student to the employer. Usually a phone call will suffice.
4. Assist the student in filling out the application blanks, and other information forms required.
5. Do follow-up checks to ascertain the satisfaction of employer, employee, and the continued satisfactory grade standing.
6. Investigate the possibility of setting up work-study programs in your area if none exist. These are designed to provide the student with work experience while he is still attending school.

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CAREER PLANNING

1. Set up a file of businesses and occupations in your community. This file should include such things as:
    a. definition of the job including the nature of the work involved
    b. requirements for the job
    c. methods of obtaining the job (whether by application or examination)
    d. possibility for advancement
    e. employment outlook
    f. working conditions
    g. any relevant social factors
2. Another file should be started and kept up to date on job descriptions which includes the above listed information about all possible job opportunities not just those which are in your community. SRA and others provide these materials.
3. Find the types of training programs which are available including the location of these, the requirements of them, the tuition, and how to apply for them. Types of work-study programs should also be investigated.
4. Assist any students in filling out their applications for admission or securing a work-study position.
5. Assist the student in obtaining his first position by:
    a. making the initial contact to the employer
    b. assisting the student in filling out the application blanks and other forms

6. Secure and keep in the student's file recommendations from their teachers and principal for use either immediately or after college.
7. Do follow-up checks to ascertain the satisfaction of employer, employee, and degree to which your placement program is meeting the needs of these students

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EMPLOYMENT SERVICE RECOMMENDATIONS

Students may start coming into the Employment Service Office anywhere from two to three months prior to graduation. We will take a work application, have them talk with the counselor, give general aptitude testing, then counseling again to go over test scores. This can be done prior to graduation. Our Employment Counselor is available from time to time to go into the High Schools to talk at assemblies and/or classes. School drop-outs should come to ES as soon as they leave school.

WEST VIRGINIA DEPARTMENT OF EMPLOYMENT SECURITY

BECKLEY
300 South Fayette
Beckley, W. Va. 25801
Phone 252-6506

CLARKSBURG
165 West Pike
Clarksburg, W. Va. 26302
Phone 624-7691

GRAFTON
201 West Main
Grafton, W. Va. 26354
Phone 265-0097

LOGAN
195 Dingess Street
Logan, W. Va. 25601
Phone 752-6620

MORGANTOWN
106 High Street
Morgantown, W. Va. 26504
Phone 292-7333

OAK HILL
Lewis Street
Oak Hill, W. Va. 25901
Phone 469-4473

RONCEVERTE
209 West Main
Ronceverte, W. Va. 24970
Phone 647-5655

WESTON
101 Main Avenue
Weston, W. Va. 26452
Phone 269-2492

BLUEFIELD
620 Raleigh
Bluefield, W. Va. 24701
Phone 327-7155

ELKINS
208 Henry Avenue
Elkins, W. Va. 26241
Phone 636-1810

POINT PLEASANT
225 Sixth Street
Pt. Pleasant, W. Va. 25550
Phone 675-2770

HUNTINGTON
734 Fourth Avenue
Huntington, W. Va. 25712
Phone 523-6487

MARTINSBURG
309 West King
Martinsburg, W. Va. 25401
Phone 263-3336

MOUNDSVILLE
1005 Second Street
Moundsville, W. Va. 26041
Phone 845-1585

PARKERSBURG
512-514 Juliana Street
Parkersburg, W. Va. 26101
Phone 485-5566

WEIRTON
3828 Main Street
Weirton, W. Va. 26063
Phone 748-8500

WHEELING
750 Main Street
Wheeling, W. Va. 26003
Phone 233-0200

CHARLESTON
211 Broad Street
Charleston, W. Va. 25325
Phone 344-3471

FAIRMONT
213 Jackson
Fairmont, W. Va. 26554
Phone 363-5550

KINGWOOD
Conley Building
Kingwood, W. Va. 26537
Phone 329-0171

MONTGOMERY
407 Fourth Avenue
Montgomery, W. Va. 25136
Phone 442-9546

NEW MARTINSVILLE
430 North Main Street
New Martinsville, W. Va. 26155
Phone 455-2280

WELCH
23-25 Elkhorn Street
Welch, W. Va. 24801
Phone 436-3131

WILLIAMSON
50 West Second Avenue
Williamson, W. Va. 25661
Phone 235-4090

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EMPLOYMENT APPLICATION

Date:____________________

PLEASE PRINT

General History:

Name____ Maiden Name____________
Last First Middle (If married)

Date of Birth____________________Color eyes________Color hair________________
Month Day Year

____
Local street address City State Zip code

____
Permanent street address City State Zip code

Social Security No.____________________Do you have a driver's license?____________

Telephone________ ________ How long have you lived at address?____________________
home business

In case of emergency call____
Name Address Relationship Telephone

Marital Status: Single__Married__Divorced__Sep.__Remar.__Remar.__Engaged__

Husband or wife's name____________________Occupation____________________________
Number of children___Ages____

PHYSICAL HISTORY:
Height______Weight______Hearing______Vision______Health: Poor_Fair_Good_Excellent___
Date of last physical examination______Any disabilities or handicaps__________________
Describe disability or handicap____
Date and nature of last illness____
Do you have any physical or health limitations:__If yes, describe____________________
Do you or any member of your family have a chronic ailment or a congenital disorder?____
If yes, explain____
Have you or any member of your family been treated for an emotional or mental disorder?__
If yes, explain____
Have you or any member of your family received medical treatment during the last five years for any kind of health ailment?____
Have you ever received Workmen's Compensation?______________________________________
How many days of work or school have you missed in the last year?___________________

EDUCATIONAL HISTORY:
How many years of schooling have you had? 1 2 3 4 5 6 7 8/9 10 11 12/13 14 15 16 17 18
(Circle one)
Age at leaving school________________Did you graduate?_____________________________
School name__________________________Address______________________________________
School name__________________________Address______________________________________

Technical or business school____
Address of above____

____
Course taken   Years attended   Certificate or degree

Do you plan any future schooling?____________________________________

SOCIAL HISTORY:
Do you live with parents___spouce___roommate___alone___own your home___relative___
If with parents or relatives, do you pay for room or board?___If buying home, what are the monthly payments?__________If renting, how much per month?______________
Name and address of landlord_______________________________________
What are your interests or hobbies?__________________________________
Special talents or abilities____
Of what clubs or organizations are you a member?_______________________
What is or was your father's vocation?________________________________
Father's Education__________________________Mother's Education____________
Have you ever been bonded?_______________________________________
Are you a citizen of the U. S. A.?_____Have you ever been arrested for other than a minor traffic violation?____
Have you ever been apprehended or questioned by the police or any agency representing the law?__________Explain____

MILITARY SERVICES:
Military status____________________If veteran, when inducted______________
Branch____________Date discharged________________Type of discharge__________
Rank when discharged_______________Any wounds or injuries___________________
Describe your present military obligation:

EMPLOYMENT HISTORY: Give present position first

Previous employer's name and business type	Dates from/to	Weekly salary at leaving	Kind of work	Supervisor	Why did you leave

May we contact the above employers?__________________________________
Which of the above jobs did you like best?______________________________
Why?____
What kinds of work are you now fairly confident you can do satisfactorily?__________
____
Position or kind of work desired____________________________________
What kinds of work would you most like to try doing if you had a good chance?_______
____
Kind of work desired: Full time________Part time______________How long?__________

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What position would you like to have ten years from now?______________________

What led you to consider becoming an employee of this company?______________________

____

Minimum salary expected______________ Maximum salary expected______________

Date you can start work______________ Are you a union member?______________

Which one?______________________

Give names, addresses and positions of three local references, other than relatives or former employers:

____

NAME ADDRESS POSITION

____

NAME ADDRESS POSITION

____

NAME ADDRESS POSITION

ECONOMIC AND FINANCIAL HISTORY:

Number of dependents___How much life insurance do you carry?______________

Are you now employed___Are you solely dependent on your employment for your livelihood__

Check the following you own or have: Car__Govt.Bonds___Furniture___Savings Account__ Stocks___Bonds___

Do you have any debts past due?__________Particulars and amounts______________

Give names of relatives employed by us______________________

____

Name Relationship Name Relationship

- -

I HEREBY CERTIFY THAT THE ANSWERS GIVEN BY ME TO THE FOREGOING QUESTIONS AND STATEMENTS ARE TRUE AND CORRECT. IF I AM EMPLOYED I WILL FOLLOW ALL ORDERS, RULES, AND REGULATIONS OF THE COMPANY. I AGREE TO A PHYSICAL EXAMINATION. I UNDERSTAND THAT I CAN BE FIRED AT ANY TIME DURING THE PERIOD OF MY EMPLOYMENT IF, UPON INVESTIGATION, ANYTHING CONTAINED IN THIS APPLICATION IS FOUND TO BE UNTRUE.

____

SIGNED

DO NOT WRITE IN THIS SPACE

EMPLOYMENT SERVICE

1. Application taking, selection and referral to jobs, order taking verification and follow up: (Placement Process)

2. Special Services to: Handicapped
   3. Youth
   4. Older Workers
   5. Veterans
   6. Drop-Outs
   7. Disabled Veterans
   8. Human Resources Development (poverty or disadvantaged)
   9. Welfare & WIN applicants
   10. Minority groups
   11. Selective Service Rejectees
   12. All other applicants

13. Testing: General Aptitude Testing
   14. Specific Aptitude Testing
   15. Proficiency Testing
   16. Oral Trade Questions

17. Unemployment Compensation

18. Agricultural Program

19. Clearance

20. Industrial Services

21. Employer Relations

22. Employment Counseling

23. Job Analysis

24. Neighborhood Youth Corps--In School

25. Neighborhood Youth Corps--Out-of-School

26. Job Corps

27. EDT Team

28. Task Force

29. New Carriers Program

30. Public Service Careers

31. On-the-Job Training

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32. Veterans Administration Apprenticeship
33. NABS
34. Jobs 70
35. Correspondence
36. Homecoming Program
37. Job Bank
38. Informational Center
39. Manpower Development and Training Act
40. Alien Programs
41. Radio Programs
42. Outreach Program--Rural Areas

INFORMATION FOR RESUME

Name:____Telephone:____________

Address:____________________________________

City and State:______________________________

EMPLOYMENT OBJECTIVE (Indicate kind of job you desire)

WORK HISTORY (Start with most recent job and work back)

Dates:	Employer's Name:
From:	Address:
To:	Job Title:

Duties (Describe in Detail the Work you did)

Dates:	Employer's Name:
From:	Address:
To:	Job Title:

Duties (Describe in detail the work you did)

(Attach additional pages for other significant jobs)

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EDUCATION: High School Graduation ( ) Yes____Year, ( ) No____Years attended___

(List all other education, such as Business School, College--major subject, degree, date received--special courses related to work choice, professional certificates or licenses, scholarships, and honors.)

PERSONAL DATA:

Date of Birth______________________________Height________Weight____________

Marital status______________________________Number of Dependents____________

HOBBIES:

REFERENCES: (Give name and address where each can be contacted)

1.

2.

3.

MY PERSONAL APPRAISAL

1. What things or activities have I done successfully in my life?

2. What things have I been commended for doing well?

3. What things do I really like to do?

4. What jobs have I done? When and where?

5. What tools or equipment can I operate?

6. What things or situations do I dislike?

7. What have previous employers criticized me for?

8. What kind of a job do I want?

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HOW DO YOU LOOK?

BODY:

______Clean underclothing
______Daily bath or shower
______Use of deodorant

HAIR:

______Recent haircut
______Hair looks combed and neat
______Hair is clean
______Hair style O. K.

FACE:

______Neck, face, and ears clean
______Teeth and mouth clean--teeth brushed
______Men: clean shave; Women: make-up and lipstick neatly applied

HANDS:

______Nails and hands clean
______Nails smooth, not too long or uneven

CLOTHING:

______Style O. K.--not too dressy or too casual
______Fits well--not too loose or tight
______Neat (Men: trousers creased, shirt pressed)
(Women: clothing carefully pressed)
______No buttons missing
______No wild or clashing colors
______No tears
______Clean handkerchief or kleenex in pocket or purse
______Men: pockets not bulging; Women: skirt length O. K.

FOOTWEAR:

______Shoe style O. K.--(no tennis shoes or boots)
______Shoes not run down (heels, toes, soles)
______Shoes polished or brushed
______Men: dark sox, no holes; Women: no runs or wrinkles (NO anklets)

ACCESSORIES:

______Purse or billfold looks neat when opened
______Plain jewelry or tie clasp
______Carries pen